CLASS: 602-04/21-04/0003
FILE NUMBER: 355-02-04-21-0003
Zagreb, 15 July 2021

Pursuant to Article 7 Paragraph 2 of the Ordinance on Cross-border Evaluation (CLASS: 003-05/20-02/0003; FILE NUMBER: 355-01-20-0001, dated 3 July 2020) (hereinafter: The Ordinance), and pursuant to Article 4 of the Act on Quality Assurance in Science and Higher Education (Official Gazette, number 45/09), on 29 June 2021, the Accreditation Council of the Agency for Science and Higher Education (hereinafter: the Accreditation Council) passed on its 128th session the following

OPINION

1. The Accreditation Council hereby adopts the final report of the expert panel in the procedure of programme accreditation of the Bachelor Study Programme of Tourism, delivered by the Interregional Academy of Personnel Management (IAPM), 03039 Kyiv, Frometivska St, 2, Ukraine, dated 14 May 2021, which includes the **concluding recommendation of the expert panel that the said study programme meets the conditions for issuance of an accreditation certificate**.

2. The Bachelor Study Programme of Tourism, delivered by the Interregional Academy of Personnel Management (IAPM) is hereby **awarded the Accreditation Certificate**.

Rationale:

At the request of the Interregional Academy of Personnel Management (IAPM), the Agency for Science and Higher Education (hereinafter: the Agency) conducted an external evaluation (accreditation) outside the territory of the Republic of Croatia in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), with the consent of the Agency's Management Board and the Accreditation Council, and after notifying the relevant state bodies.

The Agency and the Interregional Academy of Personnel Management (IAPM) mutually determined and defined the manner of implementation and the external evaluation procedure, as well as other issues of importance for the implementation of external evaluation procedure.

The Accreditation Council appointed an expert panel that carried out the external evaluation procedure via video-link in the period 21-22 April 2021. The expert panel drafted the final report on the basis of documentation analysis, and information gathered during the site visit and meetings with different representatives and stakeholders of the higher education institution.

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The final report contains an analysis of each assessment area, recommendations for improvement and quality grade of each assessment area, a detailed analysis of each standard, as well as recommendations for improvement and quality grade of each standard.

The final recommendation of the expert committee is that the said study programme meets the conditions for issuance of an accreditation certificate.

The rationale for the final recommendation of the expert panel is included in the final report.

The higher education institution submitted its official statement to the final report.

Based on the expert panel's final report and HEI's official statement, and taking into consideration the opinion and analysis of the expert panel included in the final report, as well as the final recommendation of the expert panel that the said study programme meets the conditions for issuance of an accreditation certificate, the Accreditation Council has at its 128th session, held on 29 June 2021, issued an opinion that the positive final report be adopted, and that the said study programme be awarded an accreditation certificate, i.e. it issued an opinion as stated in the dispositive part of this Opinion.

The final report of the expert panel is an integral part of this Opinion.

This opinion of the Accreditation Council is submitted to the evaluated higher education institution, which has the right to file a **written objection to the opinion of the Accreditation Council within 15 days from the day of receipt of the opinion**. An objection can be filed for substantial violations of the accreditation rules which have or could have rendered inaccurate the opinion of the Accreditation Council. New facts or evidence that was not presented during the site visit of the expert panel cannot be presented within the objection. The objection is submitted to the Agency for Science and Higher Education, Donje Svetice 38, Zagreb, Republic of Croatia, indicating "For the Complaints Committee".

President of the Accreditation Council

Prof. Sonja Vila, PhD

Attached:
1. Report of the Expert Panel in the Procedure of Programme Accreditation of the Bachelor Study Programme of Tourism

Deliver to:
1. Interregional Academy of Personnel Management (IAPM), for the attention of President, dr. Rostislav Schokin, 03039 Kiev, Frometivska str. 2, Ukraine
2. Archive.

REPORT

OF THE EXPERT PANEL

IN THE PROCEDURE OF PROGRAMME ACCREDITATION OF THE BACHELOR STUDY PROGRAMME

OF TOURISM

Date of report: 14 May 2021

CONTENT

INTRODUCTION

The Agency for Science and Higher Education (hereinafter: The Agency or ASHE) is a Croatian national body responsible for quality assurance and enhancement in higher education and science, and a full member of the European Association for Quality Assurance in Higher Education (ENQA) and the European Quality Assurance Register for Higher Education (EQAR).

The Agency carries out an external evaluation procedure (programme accreditation) outside the territory of the Republic of Croatia at the request of a foreign higher education institution, or on the basis of a public call pursuant to the Ordinance on Cross-Border Evaluation (CLASS: 003-05/20-02/0003; FILE NUMBER: 355-01-20-0001, dated 3 July 2020) and a cooperation agreement signed between the Agency and the foreign higher education institution in each specific case, all in accordance with Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

The Interregional Academy of Personnel Management (hereinafter: IAPM) is a private higher education institution with its seat in Kyiv, Ukraine, that requested the Agency to organize and manage the external evaluation procedure (programme accreditation) of the IAPM's selected study programmes and the Agency agreed to carry out such evaluation.

For the purposes of external evaluation (programme accreditation) of [bachelor study programme of Tourism] the Agency's Accreditation Council appointed the following Expert Panel members:

- Assoc. prof. Andris Klepers, PhD, Vidzeme University of Applied Sciences, Republic of Latvia, panel chair,
- Prof. Eneken Titov, PhD, Estonian Entrepreneurship University of Applied Science, Republic of Estonia,
- Prof. Sandra Janković, dr.sc., Faculty of Management in Tourism and Hospitality, University of Rijeka, Republic of Croatia,
- Rebeka Kušnjer Basi, VERN University, Republic of Croatia, student.

During the procedure of programme accreditation, the Expert Panel held meetings with the following stakeholders:

- Management of the IAMP;
- Management of department;
- Different bodies of the IAMP;
- Students;
- Head of the study programme;
- Full-time teaching staff;
- Representatives of the business sector, potential employers.

Expert Panel had a virtual tour with filmed videos of the work facilities, laboratories, library, IT classrooms, student administration office and classrooms.

The Expert Panel drafted this Report on programme accreditation of the **BACHELOR STUDY PROGRAMME OF TOURISM** and **IAPM** on the basis of the Self-evaluation Report, other relevant documents and online meetings.

The Report contains the following elements:

- Basic information about the study programme;
- Detailed analysis of each standard, recommendations for improvement and quality grade for each standard;
- Final recommendation of the expert panel members;
- Appendices (quality assessment summary by each assessment area and standard, and protocol).

In the analysis of the documentation, of the **BACHELOR STUDY PROGRAMME OF TOURISM** and **IAPM**, online meetings and writing of the Report, the Expert Panel was supported by:

- Matan Čulo, coordinator, ASHE.

In case of a positive final report that includes a positive final recommendation of the expert panel, and a positive opinion of the Agency's Accreditation Council, the Agency shall award the client an Accreditation Certificate.

SHORT DESCRIPTION OF THE HEI

The Interregional Academy of Personnel Management (hereinafter: IAPM) is a private higher education institution with its seat in Kyiv, Ukraine. The IAPM is the biggest Ukrainian higher educational institution of economics and humanitarian sciences, where international students from 39 different countries study in 20 major subjects. Tourism programme is among these 20 thematic study directions, although it is not the most important one, having a small share of students in comparison with the total number of enrolled students.

BASIC INFORMATION ABOUT THE STUDY PROGRAMME

Study programme name	**TOURISM**
Type of study programme	educational professional study programme
Study programme level according to the EQF	QF-EHEA: first cycle; EQF level 6; NRK of Ukraine: level 7; Bachelor level
Duration of studies	4 years
Number of ECTS credits	240
Place of delivery of the study programme	The study programme is implemented in the main administration building in Kiev
Academic year when the implementation of the study programme was started	2016/2017
Professional or academic degree/qualification obtained upon the completion of the study programme	Field of knowledge: 24 Service area Specialty: 242 Tourism Qualification: Bachelor of Tourism
Scientific area and field of the proposed study programme	Social science
Method of delivery of the study programme	X full-time X part-time ☐ double major ☐ online - in full ☐ online - partially

Language of delivery of the study programme	Ukrainian
Does the study programme lead to a degree in regulated professions?	No (tourist guide profession is regulated in some EU states)

QUALITY GRADE OF THE ASSESSMENTA AREA WITH SUMMARY AND DETAILED ANALYSIS OF EACH STANDARD, RECOMMENDATIONS FOR IMPROVEMENT AND QUALITY GRADE FOR EACH STANDARD

I Internal quality assurance system of the higher education institution delivering the study programme (ESG 1.1., ESG 1.7., ESG1.8.)

Quality grade of the assessment area:

Partly implemented

Summary

The procedures for the development, monitoring and improvement of educational programmes are well described in the Self-evaluation Report and supported by the documentation that proves the existence of procedures. The evidence of quality assessment and improvement for Tourism programme is missing. There is also no proof that, after a formal revision in 2018, some improvements have been made and that the main stakeholders (industry, internship partners, alumni, etc.) had the opportunity to provide feedback on the learning outcomes and content of the programme. In addition, there is no evidence that the IAMP defines, measures and evaluates the key indicators for monitoring the quality of the Tourism study programme. Furthermore, the unit for Quality Assurance should be adequately located as an advisory body to the Management Board.

The analysis data on admitted students, pass rates, drop-out rates and graduate employment rates are not sufficiently communicated to external stakeholders. The IAPM also insufficiently publishes the information on the social role of the Institution and does not measure the employability of the tourism graduates.

To ensure the academic integrity and ethical behaviour of all employees and students, the IAPM provides the framework to support academic integrity and the prevention of all types of unethical behaviour, but the Expert Panel did not get the evidence that the Academy conducts all procedures.

A more detailed analysis has been provided in thematic chapters below. 12 recommendations for improvements have been made in this assessment area.

1.1. Internal quality assurance system (IQAS) of the higher education institution ensures adequate implementation and monitoring of all activities related to the delivery of the study programme, revisions and improvements of the study programme.

Analysis

The IAPM has established the procedure for developing, approving, monitoring and periodically reviewing educational programmes (documents: Regulations on the

Internal Quality Assurance System in Higher Education and Regulations on the Development and Implementation of Educational Programmes). Furthermore, the Academy follows the Guidelines on Criteria for Quality Assessment of Education Programme Implementation developed by the Quality Assurance National Agency in Higher Education. All procedures are well described in the Self-evaluation Report and supported by the documentation that proves the existence of procedures, but the evidence of quality assessment and improvement for Tourism programme is missing.

The last revision of the Tourism study programme was done in October 2018 according to the new Ukrainian standard of Higher Education in the speciality 242 Tourism for the first (bachelor's) level. During the site visit, the head of the programme described the revision of the programme, forming a working group consisting of the staff from the IAPM, but the evidence of the revision process was not provided in English. After this formal revision, there is no proof that some improvements have been done and that the main stakeholders (industry, internship partners, alumni, etc.) had the opportunity to provide feedback on the learning outcomes and content of the programme. There is also no evidence that the IAMP defines, measures and evaluates key indicators for monitoring the quality of the Tourism study programme.

The organisational chart of the IAPM is very complex and non-transparent and the position of the Quality Assessment System is not clear. Namely, in order to have an Internal Quality Assurance System that ensures adequate implementation, monitoring, revision and improvements, it is necessary to form a transparent organisational structure, consisting of both functions and organisational units. The unit for Quality Assurance should be adequately located as an advisory body to the Management Board. The position and responsibility of Quality Management Board is not clear from the organisational chart of the IAPM. During the interview, the representative of the Educational and Methodological Institute (EMI) answered the questions regarding quality assessment, which indicates that the EMI has the role of a Quality Board. But in the IAPM organisational chart the position of Educational and Methodological Institute is not that of an advisory board. Apart from the position of the EMI, the definition of appropriate key performance indicators is needed, which should be periodically measured in order to keep the process under control.

Currently it appears that the range of external stakeholders includes mainly those with whom the IAPM has an agreement for internships (only two representatives coming from a tourist agency attended the online meeting during the virtual site visit), and broadening the range would be beneficial for an understanding of the needs of the tourism and hospitality labour market (hospitality industry – international and domestic hotel chains, restaurants, hostels, campsites, national tourism organisation, online travel agency, … are obvious examples in this respect). At the moment it is not clear whether data/feedback from external stakeholders is collected, analysed and implemented in relation to strategic plans in a formal manner. During the site visit no evidence has been provided about the feedback and implemented improvements. Nevertheless, evidence of periodic monitoring and supervision of the quality from students' perspective is also missing.

Recommendations for improvement

1. Development of a tighter strategic framework to enable the identification and achievement of strategic goals;
2. Improvement of the complex organisational chart and positioning of the Quality Assessment Board;
3. Definition of the KPI for quality assessment of Tourism study programme;
4. To systematically gather and analyse information from the students' survey about the satisfaction for each course in Tourism study programme;
5. To systematically gather and analyse the information about the satisfaction of the representatives of professional organisations (industry), alumni employers, associate teachers, etc.;
6. To ensure that all the stakeholders of the IAPM are informed about its Quality Policy.

Quality grade

Partly implemented

1.2. The higher education institution ensures availability of all information on the study programme and important aspects of its activities (teaching and/or scientific and social role).

Analysis

Information on the study programmes and on a range of other activities carried out by the IAPM is available and easily accessible on the institution's website, both in Ukrainian and English, on the social media (*Facebook* and *Instagram*) and during the organised events, i.e., Open Days. Regarding the admission criteria and tuition fees, all key information is disseminated via the website in both languages, but learning outcomes and other key information about Tourism study programme is not available in English. The IAPM also provides information on learning outcomes for each course through the HEI's own distance learning system (Moodle platform), which can be accessed only by students.

The Academy established the Center for Coordination of Work with Educational Institutions to carry out cooperation activities with educational institutions and secondary schools. The Center runs the project named "Path of the Future", which enables future students of the IAPM career guidance testing and counselling based on test results.

According to the Self-evaluation Report the IAMP established the Alumni Database but there is no evidence about measuring the employability of the tourism graduates. The analysis data on admitted students, pass rates, drop-out rates and graduate employment are not sufficiently communicated to external stakeholders. The IAPM also publishes insufficiently the information on the social role of the Institution.

1. Provide more information about the learning outcomes and courses of the Tourism study programme;
2. Inform stakeholders about the drop-out rates and pass rates of the Tourism study programme;
3. Collect information about the employability of graduate students and inform stakeholders;
4. Emphasize publishing of all information on the IAPM activities regarding its social role.

Quality grade

Partly implemented

1.3. The higher education institution supports academic integrity and prevents all types of unethical behaviour.

Analysis

The IAPM ensures the academic integrity and ethical behaviour of all employees and students with the following mechanisms:

- Code of teachers', scientific and pedagogical staff's researchers' and applicants for higher education academic integrity;
- Regulation for the Prevention and Detection of Plagiarism;
- Regulations on the plagiarism of academic texts.

To check all educational and scientific work (final thesis, PhD thesis, etc.) the Academy uses the programme named *Unicheck*. If the similarity percentage is too high for the final thesis, students should correct the thesis and pay for the next check. Each institute has appointed a person responsible for checking the final thesis or other written materials for anti-plagiarism, using *Unicheck*.

The Academy also uses "Trust boxes", in which students can anonymously leave questions or complaints. This mechanism has proven its effectiveness by being able to respond quickly to conflict situations related to sexual harassment, discrimination or corruption.

In the case of a conflict situation during the exams (tests), the director of the Institute creates a commission for the exam (test), which includes the head of department, teachers of the department and representatives of the dean's office and student council.

Teacher recruitment procedure is described in the Self-evaluation Report. Beside the initial test in the presence of a representative of the methodical council of the institute, holding an open lecture or a seminar session is also an option.

The IAPM provides the framework to support academic integrity and prevention of all types of unethical behaviour, but the Expert Panel did not get the evidence that the Academy conducts all procedures.

Recommendations for improvement

1. Strengthening ethics procedures focused on staff research and staff professional activities.
2. Document the evidence and treatment in the case of unethical behaviour.

Quality grade

Partly implemented

II Learning outcomes (ESG 1.2., ESG 1.9.)

Quality grade of the assessment area:

Partly implemented

Summary

The Tourism study programme document of the IAPM is a direct copy of the national standard and no changes concerning the institution's uniqueness, strengths, additional feedback surveys, etc. have been done. The learning outcomes are clearly indicated in the study programme, but much complicated fragmentation exists analysing several documents, not ensuring coherence between separate study courses and the programme in general or in accordance with the EQF-LLL – level 6. There is no evidence that the institution has done any corrections or developments in the study programme according to the possible cooperation and feedback from WTO or Tourist Associations, industry stakeholders. The programme is relatively new to reliably demonstrate the acquired competences in the broad professional field of the tourism industry. Although the IAPM states that the uniqueness of the study programme stands in the practical approach and creating links between the knowledge, learnt at school, and industry expectations, programme level LO ("Ability to apply knowledge in practical situations") is connected with just 1/3 of courses. Syllabuses are described partly in a way which the teacher would prefer and is able to teach, which in contradiction with declared student-centred approach. A more detailed analysis has been provided in the thematic chapters below. 12 recommendations for improvements are made in this assessment area.

2.1. Learning outcomes of the study programme are clear and transparent, and aligned with the mission and strategic goals of the higher education institution.

Analysis

The main document/standard for the institution to follow in Tourism study programme development is "Higher education standard of Ukraine: the first (Bachelor's) level, field of knowledge 24 "Service sphere," specialty 242 "Tourism." The Tourism study programme document of the IAPM is a direct copy of the aforementioned standard and

no changes concerning the institution's uniqueness, strengths, additional feedback surveys, etc. have been made.

The learning outcomes are clearly indicated in the study programme, but at the same time the lists of the competences were also defined (integral competences, general competences and professional competences). According to the methodology of the learning outcomes, the LOs should reflect all the main competences (skills, knowledge, etc.) valid for this programme and separate lists of other competences just cause misunderstandings. LOs of the study programme are too detailed - Table 2.1 shows the correlation between the LOs and the courses, but 8 programme level study programmes are connected only with 1 or 2 courses. This shows that those LOs are described rather at course level than programme level. Programme level LOs should integrate the knowledge/the competences which should be integrated in the programme and reflect/be supported by different courses.

The main goal of the study programme is "to provide training of highly qualified specialists in the field of tourism, able to independently and effectively solve professional problems in the field of servicing the tourist complex of the country and to be environmentally responsible, socially mobile and in demand in the labour market." All the aspects and parts of the goal are clearly reflected in the LOs.

The mission of the IAPM is "Together to the top of professional excellence and life success of everyone for the prosperity of Ukraine", which among the other measures, is intended to be achieved through training of professionals of the new generation - leaders in tourism and other disciplines. The professional skills are described in LOs and the running of tourism study programme is supporting the IAPM mission.

The strategic aims of the IAPM are more focused on the work organisation and values of the entire institution, therefore the linkage with the LOs of particular programme is complicated to describe, but in general, the LOs of the study programme are in coherence with the IAPM strategic aims in "improving existing and creating new areas of educational, scientific and innovative activities in accordance with the latest achievements and trends in education and science in the world."

There are some problems with the content of the study programme level LOs and how the LOs are formed:

- There are too many LOs (22),
- Some LOs contain several verbs (which are the parts of achievement of the same competence), but only the highest/final stage should be indicated (e.g., Know, understand and be able to use in practice the basic provisions of tourism legislation…"),
- Some LOs are too detailed (e.g., "Know and understand the basic forms and types of tourism, their division."),
- Some LOs are unmeasurable during the studies (e.g., "Perform tasks professionally in uncertain and extreme situations."),

- Some LOs overlap (e.g., "Apply in practice the principles and methods of organization and technology of tourist services." and "Adequately assess their knowledge and apply it in various professional situations.")

The learning outcomes are given in the study programme and according to the SER the study programme is on the institution's web-page. For the outcomer, the study programme is not easy to find from the web-page.

Recommendations for improvement

1. All the main/most important competences which students need to achieve in passing the programme, should be integrated into the learning outcomes of the study programme.
2. LOs of the study programme should not reflect the content of one or two courses, but generalise the main and most important competences achieved from the study programme.
3. The LOs have to be clear, simple in wording, measurable and together form a meaningful whole.

Quality grade

Partly implemented

2.2. Learning outcomes at the level of the study programme are aligned with the EQF level at which the programme is proposed

Analysis

According to the curriculum, the programme follows the "QF-EHEA – first cycle, EQF-LLL – level 6, NRK (NQF) of Ukraine – level 7", but it is said in the SER that the "programme bases on the 6th level of the National Qualifications Framework and the first cycle of higher education in Qualifications Framework of the European higher education space." Discrepancy between documents indicates a possible problem in understanding the content of and hierarchy of qualification levels.

At the same time, the skills in the 6th level (SER) should meet the requirements: in-depth cognitive and practical skills, mastery and innovation at the level required to solve complex specialized tasks and practical problems in the field of professional activity or training. Those requirements are compliant with the EQF level 6 criteria, but are not fully reflected in study programme outcomes.

EQF level 6 criteria	Description*	Comparison with LOs of Tourism curriculum**
Knowledge	Advanced knowledge of a field of work or study, involving a critical	The LOs refer mostly the basic level of knowledge, not advanced. Critical analysis and understanding are not

	understanding of theories and principles	visible in LOs (e.g., "Know, understand and be able to use in practice the basic concepts of tourism theory...")
Skills	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	The practical orientation of the programme is clear and many LOs describe the practical skills, but the majority of the practical LOs are just at the basic level (2nd or 3rd level of taxonomy) and to not require creativity or analytical thinking (e.g., "Apply in practice the principles and methods of organization and technology of tourist services"). There is only one LO (out of 22) which expresses the higher level of taxonomy and corresponds to the EQF 6th level ("Perform tasks professionally in uncertain and extreme situations.")
Responsibility and autonomy	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups	Although the 6th level competences should show the person's ability to work in groups and lead the teams, then there are no LOs showing groupwork or teamwork. Professional development is indicated, but is focused on self-management and self-development and not on group level competence (e.g., "Manage your training for self-realization in the professional tourism field").

*https://europa.eu/europass/en/description-eight-eqf-levels

**the examples are taken directly from the English version of the study programme document, provided for the experts by the school, and are not edited by the experts.

Recommendations for improvement

1. LOs should be better aligned with the requirements of the EQF level 6 and express higher levels of taxonomy;
2. Bases of the study programme (incl. input from qualification frameworks) should be clear, carefully used in the creation of appropriate LOs.

Quality grade

Partly implemented

2.3. Learning outcomes at the level of the study programme are aligned with the competences a student should gain by completing the study programme

Analysis

To ensure the learning outcomes of the programme meet the needs and requirements of the labour market, the IAPM collaborates with different representatives of the industry. The employers contribute to the development of the study programme and speciality courses, participate in the courses and work groups with the teachers. The institution also collects and implements feedback from the employer's survey to develop the curriculum. Based on the SER, the department also collaborates with the Tourist Association of Ukraine and follows the recommendations of the World Tourism Organization. As it is described in standard 2.1., the IAPM Tourism study programme is a copy of the Higher education standard of Tourism speciality, then there is no evidence that the institution has done any corrections/changes/developments in the study programme according to the possible cooperation and feedback from WTO or Tourist Association.

Considering that the programme level learning outcomes are taken from the Higher education standard of Tourism speciality, the uniqueness of the institution, its methodological principles (such as project-based studies, practice orientation, etc.) should be reflected at least in the syllabuses, but unfortunately the syllabuses are too general and formal.

The IAPM sees the offering of the soft-skills during the studies as one of their advantages. According to the Head of study programme, the students are questioned about the generic skills they need and based on their suggestions the faculty decides which generic skills and how they should be thought. At the same time there is a list of general competences in the study programme (which are not integrated with the LOs of study programme) and it is not clear how those competences are supported and taught in practice, because the syllabuses are general and do not show how the competences are integrated into the studies (see also 4.3).

Although the institution states in the SER that the uniqueness of this study programme lies in the practical approach and creating links between the knowledge, learnt at school, and industry expectations, the programme level LO ("Ability to apply knowledge in practical situations") is connected with just 14 out of 41courses. The courses/internships are not linked with this LO, while the internships' goals describe that the main aim of the internship is to use theoretical knowledge in a real work environment.

Recommendations for improvement

1. Syllabuses need to be improved to indicate the methodology i.e. how the competences (expressed in LOs, both general and professional) are taught, developed and assessed during a course.
2. Horizontal and vertical coherence of the study programme and courses need additional attention and analysis with the aim to think through how the different

level LOs (and sub-competences) are connected and form the whole competences necessary in the labour market.

3. Study programme (and LOs) must reflect the institution's uniqueness and methodological principles to find competitive advantage among the other IAPMs offering similar programs.

Quality grade

Partly implemented

2.4. Learning outcomes of the course are aligned with the learning outcomes of the study programme.

Analysis

In general, there are no learning outcomes correctly and clearly indicated at the course level. In some syllabuses (in 8 out of 26) the LOs are given, but there is no linkage between course level learning outcomes and course assessment or learning outcomes and topics, etc. The main problems with the described LOs (according to those 8 syllabuses where LOs are given):

- LOs are not assessable, indicates the attitude (e.g., course: Tourist local lore: "show respect for individual and cultural diversity").
- LOs are too general, rather in programme level not in course level (e.g., course Introduction to the specialty "tourism": "organization of the tourist process and tourist activities of the market of tourist services").
- LOs of the different courses are exactly the same (e.g., courses Tourist local lore and Tourist country studies: "to analyse the recreational and tourist potential of the territory" and "show respect for individual and cultural diversity").
- In one LO the three or more verbs are indicated and therefore the assessment of this outcome is complicated (e.g., course Travel services market: "to know, understand and be able to use in practice the basic concepts of tourism theory").
- LOs are not assessable with the methods provided in the syllabus (e.g., course Safety in tourism: "professionally perform tasks in uncertain and extreme situations").

In the learning outcome-based studies, the course must be developed according to the learning outcomes of a particular course. The LOs of all the courses of the study programme together need to show that the study programme level outcomes can and will be possible to achieve (vertical and horizontal coherence/alignment of the LOs).

It is positive that in every syllabus it is described how that particular course contributes to the final achievement of the study programme level learning outcomes, although the learning outcomes cannot be assessed partly (look at the standard 4.6) as part of the student grade (e.g. if the study programme LOs are assessed in the final examination, the same LO cannot be assessed during the course assessment or semester works, etc.). If the study programme level LO can be achieved just by passing one course, then this LO is a course level LO, not a study programme level LO. It is indicated in the syllabuses that

some LOs (competences) will be achieved fully and some partly ("The degree of formation of competence"). Based on the main principles of LOB studies, all the LOs of the subject/course must be described in minimum level of expected achievement (e.g., If the LO is that "student knows the multiplication table till 10 by heart", then the whole LO must be assessed, not only calculations till 5. Even more, if the student can show his ability to use multiplication table only till 5, then the LO is not achieved and students won't pass the course). If the LO can be achieved during the course partly, the LO is incorrect.

In some cases, the tasks (according to the translated syllabuses and expression style) in the syllabuses can be considered as learning outcomes of the course (the verb is included), but those indicate a teacher's or a school's wishes what to teach, not the competences (learning outcomes) that students should achieve (e.g., "to form in listeners knowledge and skills necessary for the organization of tourist activity" vs. example of student centred and correct LO "student is able to organize the tourist activity". The second example: "to give students a scientific understanding of the peculiarities...." vs "student understands the peculiarities....")

Recommendations for improvement

1. Course level learning outcomes must be clearly given in the syllabus of each particular course.
2. Every course of the study programme must indicate how the LOs of this particular course help the student to achieve/get closer to the achievement of the study programme learning outcomes.
3. Although the IAPM emphasizes in the Self-evaluation Report that the studies are student-centred, the syllabuses still show the input/process-based approach. Syllabuses should describe what students need and can learn, not what the teacher would prefer and is able to teach. Every course must be developed according to the learning outcomes.
4. Learning outcomes need to be student-centred, indicated in the minimum level, assessable and follow the other mutually agreed requirements of outcome-based learning.

Quality grade

Partly implemented

III Study programme (ESG 1.2., ESG 1.7., ESG 1.9.)

Quality grade of the assessment area:

Partly implemented

Summary

A solid and regular analysis of social and economic needs for the study programme development is lacking, creating further doubts about the actuality of certain study

courses. There are gaps between promises that "graduates of the specialty "Tourism" are able to be experts in the field of domestic and international tourism" regarding international tourism trends. The coherence between different study courses includes a cumulative approach, but it is problematic from the structural point of view and with thematic overlapping. The study programme curriculum is not fully scientifically/professionally founded and comparable to similar study programmes abroad – a real benchmark analysis has not been done. Actual student workload varies in different courses, but it's rather problematic in part-time studies. Student practice is an integral part of the study programme, but just partly used as a tool for applied studies of tourism. International internships and individual practice instead of group should be encouraged. A more detailed analysis has been provided in thematic chapters below. 28 recommendations for improvements have been made in this assessment area.

3.1. The study programme justification was provided with regard to social and economic needs, which is also reflected in the enrolment quota.

Analysis

Social and economic needs for the study programme are weakly analysed and a clear argumentation about the content and proportions of various study courses is missing. Respecting the development stage of the entire tourism and hospitality industry of Ukraine, expectations and demands addressed from the industry representatives are not high. There was no clear evidence provided of which research and trends, social and economic needs are taken into account. There is a formal reference: "The educational and professional programme "Tourism" was developed on the basis of the Law of Ukraine "On Higher Education" taking into account the Standard of Higher Education in the specialty 242 "Tourism" for the first (bachelor) higher education, approved and put into effect by order of the Ministry of Education and Science of Ukraine dated 4 October 2018 № 1068". A working group consists of four academic members and as reviewers just two industry members: (director of the travel company "Globus Ukraine" and director of the travel company "Annira"). There are two tour operators involved – industry stakeholders are not representative. That is also reflected in the structure of the study programme and internships that are performed predominantly within the framework of tourism operator's agenda.

That corresponds just partly with the objective stated by the institution's stated objective of the Educational Program: "*To provide training of highly qualified specialists in the field of tourism, able to independently and effectively solve professional problems in the field of servicing the tourist complex of the country and to be environmentally responsible, socially mobile and in demand in the labour market.*" That is not sufficiently proportionate with the promise of the employment within the various professions listed: "Graduates of the specialty "Tourism" are able to conduct information-analytical, consulting, **expert activities in the field of domestic and international tourism**, work in government agencies, private or public organizations. Graduates of the specialty "Tourism" can hold the following positions: guide, instructor of health and sports tourism (by type of tourism), organizer of trips (excursions), organizer of tourist and hotel activities, hotel service specialist, specialist in rural tourism development,

specialist in tourist services, leisure specialist, specialist in rural tourism development (was mentioned twice), conference service specialist, specialist in specialized services and a tourist safety specialist.

This is not fully reflected in the enrolment quota as student numbers have been decreasing in recent years, which should not be the case in the tourism programme highly recognized by the whole industry. Students that were presented in the focus group discussions have represented mainly tour-operators experience in their work with no evidence about other fields.

Recommendations for improvement

1. Social and economic needs of the tourism and hospitality industry should be analysed properly initiating a comprehensive analysis.
2. In the revision of the study programme key stakeholders from the industry should be involved including hotel and restaurant representatives, tourism service providers from tourist attraction sector, tourism specialists from the public sector, etc.
3. Enrolment quota should be defined as one of the key performance indicators to be properly analysed annually and reached as an objective on the basis of qualitative programme offer in the context of other competitors in the field.
4. More customer-oriented courses should be implemented (customer motivation and behaviour, experience design).
5. More attention should be paid to innovative ICT advances that should be integrated into the courses through various methods, case studies, problem-based learning, etc.
6. From spatial coverage and tourism destination perspective course coverage is either country-locked (e.g., local lore, national resources, etc.) or international (global) – a more inter-regional spatial dimension should be integrated into the content of the courses suitable for the demand and supply of tourism market with the neighbouring countries, etc.

Quality grade

Partly implemented

3.2. The curriculum is coherent and enables the achievement of expected learning outcomes and an uninterrupted progress to students.

Analysis

Syllabuses of the courses are elaborated in detail with a plan, course literature and planned objectives. However, the coherence of the curriculum is just partly achieved. Despite the fact that there is a long list provided (7 sources) of normative documents and 12 other recommended sources mentioned which have been taken into account to substantiate the curriculum, there is a lack of evidence of which of those documents have suggested the chosen amount of content and division between various study courses. There is adequate division in the general structure between compulsory

disciplines (2/3 of all) and optional disciplines divided into general training cycle (22%) and professional training cycle (71%). Practice of 12 ECTS could be fair, but accounts for only ¼ of that is internship, and that doesn't reflect optional specialization support as it is realized as group internship in a travel agency. Students in their discussion stated that qualification work, if elaborated to achieve the highest assessment actually requires more workload than 180 academic hours (6 ECTS).

More problematic is the division by thematic courses – the fulfilment of that structure. E.g., there are four similar courses for getting the basics of tourism in compulsory part: Introduction to the specialty "Tourism" (4 ECTS), History of tourism (4 ECTS), Fundamentals of tourism (5 ECTS), Fundamentals of international tourism (4 ECTS). 510 academic hours for this type of "getting into tourism" is overestimation, knowing that there is a lack of courses including ICT trends in tourism, sustainability courses and other actual topics. Student-centred approach is stressed to be used a lot in the study process, but customer-centred approach in the study curriculum (motivation, behaviour, experience design, etc.) is lacking, concentrating a lot on the "product offering". Tourist local lore has 7 ECTS, but there was no argumentation why there is so many ECTS allocated for this one discipline instead of having an equal focus on the international tourism, etc.

There are many optional disciplines (13) of professional training offered for studying however it was not explained sufficiently – how many of them can be really chosen respecting the small number of students and efficiency of staff workloads.

Some of the offered courses are too specific, e.g., compulsory disciplines of professional training with the course "Insurance in international tourism" 3 ECTS. That should be extended to the risk management course rather than 96 hours study insurance conditions. There is a similar course called "Tourism security" with the same amount of ECTS. There are several thematic areas that are overlapping in the framework of different courses. There is also an elective course "Fundamentals of risk management in tourism" with 4 ECTS.

To conclude: the achievement of expected learning outcomes is not fully in coherence with the curriculum (see also chapter 2 in this report). The curriculum is fragmented in certain areas not achieving fully objectives stated. Some of the courses from the elective part could be more suitable for the compulsory part and vice versa (local lore, tourism insurance, etc.).

Recommendations for improvement

1. Reduce the amount of tourism introductory courses to free up space for other, more current content (e.g., ICT tools and digitalization, international tourism, customer-centred studies, etc.);
2. Revisit the part of the practice as the amount devoted for it may be sufficient, but there is fragmentation and limited options to have practice in their chosen field of industry sector;

3. Synchronize the number of ECTS for the study courses implementing a uniform principle: having a certain number of ECTS for core courses and a lower number for others, instead of having six different options;
4. Design the curriculum according to measurable achievements of expected learning outcomes and a clear system that enables following an uninterrupted progress of studies leading to the expected employment in the professional industry field.
5. Avoid overlapping of thematic areas in similar courses optimizing some of them, freeing up space for some other actual topics that have not been included in the programme yet, but that are based on tourism development trends and industry needs (e.g., related to innovations, ICT tools, GIS, big data usage, experience design, digital communication, etc.).

Quality grade

Partly implemented

3.3. The study programme curriculum is scientifically/professionally founded and comparable to similar study programmes abroad.

Analysis

The study programme curriculum is adequately planned regarding the proportion between compulsory / elective / practical courses ensuring the implementation of the national standard. However, with a small group of students the possibilities to choose elective courses are limited. It is mentioned in the Self-evaluation Report that the uniqueness of the Tourism curriculum lies in the applied approach. However, the number of ECTS allocated for internship is rather small (just 12 credits out of 240).

A cumulative sequence has been followed, initially planning introductory courses, with more elective courses, specialization opportunities and internships in the later semesters. Planning of the workload between semesters is not evenly ensured: having ECTS as follows:

Semester	I	II	III	IV	V	VI	VII	VIII
ECTS	31	27	25	31	28	32	29	39

An uneven division of ECTS per semester is partly due to differences in the number of courses. The majority of offered courses have 3 ECTS or 4 ECTS, but there are four courses with 2 ECTS and five courses with 5 ECTS, and one with 6 ECTS. The majority of the topics of thesis are related to resources, recreational or certain tourism type potential of various states or regions. Unnecessary uniformity is created with the research of tourism problems and opportunities relevant and actual to the industry.

The IAPM claims that international experience and best teaching practices have been taken into account in the development of the study programme. It is claimed, that in particular the experience in the sphere of methods and approaches in teaching, cooperation with industry and importance of the practical internships have been

learned. It is mentioned that on that basis with potential employers and stakeholders, a program of internships was agreed, where the main point is the ability of the specialist to prepare a competitive author's tour (from which best practices exactly this component was taken?). Although the HEI claims that the number of credits for practice was maximized until 12 ECTS and that more practical components was introduced in the theoretical studies, benefits taken from benchmark analysis are rather fragmented.

However, no-one from these mentioned HEIs with tourism programs (e.g., IMC University of Applied Sciences Krems (Austria), University of Wroclaw (Poland), Berlin School of Business and Innovation (Germany), Sustainability Management School (Switzerland) has been analysed on the benchmarking basis for IAPM program on the study course level. Only few fragmented trends have been used for knowledge transfer designing program, which is partly isolated and not having a competitive edge over other similar programmes.

Recommendations for improvement

1. A proper benchmark analysis of the study programme should be made comparing with one (preferable two) other relevant study programmes abroad including strategic statements on differences and vision for upgrades to be made.
2. The study programme should be designed with the scientific accuracy – based on a clear structure and course proportions that leads towards achievable learning outcomes.
3. In order to defend the vision implying that "uniqueness of the Tourism curriculum stands on applied approach", the practical part needs to be increased, given that the national standard sets minimum requirements, but the private HEI may also decide to offer more to better achieve the programme's objectives.
4. In order to make the study load more even across semesters and to have more flexibility in case of changing plans, to introduce a universal distribution of course volumes, which can be easily combined intermittently (move from five types of courses of different volumes to a smaller number).
5. Study research topics of the thesis should be partly collected from the industry and related external stakeholders ensuring actuality and novelty in research.

Quality grade

Partly implemented

3.4. If the study programme leads to degrees in regulated professions, it is aligned with the national and European regulations and recommendations issued by national and international professional associations.

Analysis

There are no regulated professions in the study programme that would provide a specific professional qualification or degree. The only one mentioned among other professions under the "Tourism 242" title is "tourist guide" CEN EN 15565:2008 Tourism services - Requirements for the provision of professional tourist guide training

and qualification programmes that specifies minimum requirements of 600 academic hours and a certain structure for the provision of professional tourist guide training and qualification programmes. There is certain non-compliance with that standard (lack of interpretation theory, knowledge about work with disabled people, not enough training hours to develop advanced group leading, communication, presentation skills for qualified tourist guides), however, the curriculum is not specifically designed for tourist guide qualification only and this is a regulated profession only in a few European countries.

Recommendations for improvement

1. (optional) compare the study courses (and particularly study outcomes) of the programme in accordance with the European Standard that specifies minimum requirements for the provision of professional tourist guide training and qualification programmes: Tourism services1 - Requirements for the provision of professional tourist guide training and qualification programmes.

Quality grade

Not applicable

3.5. The higher education institution allocates ECTS credits in accordance with actual student workload.

Analysis

Actual student workload is planned with regard to national standards and has been written in several parts of accreditation documentation including a curriculum and detailed study course descriptions. For a full-study programme including 240 ECTS and 30 hours per ECTS, 7200 academic hours are planned, from which 21% are foreseen as lecture contact hours and 18% as practical workshops (in full-time studies). The rest is for individual studies.

Workload in reality differs regarding methodology and pedagogical considerations of each course lecturer. Students asked about this during the focus group could immediately point out some easier courses with not so much individual studies and homework, reading materials, and more difficult ones. That means that the largest part of that study time which is foreseen for individual studies without supervision – it depends from both sides – expectations and discipline from the student itself, but also from additional planning from the lecturer to give directions for these studies. And there are different approaches regarding this.

Several students also confirmed that final qualification work, if done properly, requires more time and thus more ECTS.

A very critical situation with regard to workload is found at part-time studies at the IAPM, where lectures and practical works/seminars with the supervision from a

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[1] https://standards.iteh.ai/catalog/standards/cen/e20b059c-a048-4b17-bb7b-eadf0d5b0003/en-15565-2008

lecturer account for less than 5% of the whole study amount (320 academic hours in total out of 7200). If the remaining 95.5% are for students themselves without supervision and many of them are working or having another duty (e.g., family care) - the suitability of that workload is very questionable. Is it really realistic and how it is ensured that students are getting all the competences, skills and knowledge in such a self-disciplined and self-organized study process? To avoid simple "going for formal education paper" study organization form should be transformed to online form (partly or fully online) with the usage of all distance-learning technical options. Even if the state sets minimums standards to run the process, there is a big responsibility for achieving objectives in the realization of such study form. Part-time studies were discussed much less by all involved parties during all focus groups despite the fact that the number of students is equal as in full-time studies. Continuity of part-time studies in the existing workload division is at its highest risk and in sharp contradiction to reach real learning outcomes and strategic objectives.

During a spontaneous Moodle course demonstration during the focus group with lecturers about how it is used as a platform for student work practical organization, planning topics, tasks and individual studies, we haven't got approval that that is organized properly.

Recommendations for improvement

1. To seriously reconsider the delivery of part-time studies in the current form of organization and prepare it for online study programme accreditation (online - in full or online – partially).
2. Moodle platform should be introduced more extensively for the course practical delivery with well-structured requirements for study topic, adequate literature, homework and advice for individual studies (can be used for a transparent overview of grades obtained, as well).
3. More support for external lecturers should be provided to clarify the system of workload based on ECTS points and the importance of individual studies not having a main focus just on contact-hours and some homework.
4. Synchronizing of the workload throughout semesters and between the course delivery deadlines should be done to avoid uneven distribution.
5. Increase of the planned 180 hours (6 ECTS) for a diploma project should be discussed.
6. Practical workload in more diverse industry options and in an international tourism environment should be increased.

Quality grade

Partly implemented

3.6. Student practice is an integral part of the study programme.

Analysis

Although there is a claim that student practice and applied approach is among the strong sides of the study programme, the existing solution is a minimum of what could be done

here. 12 ECTS credits in total are foreseen for student practice during 4 study years and that is split into pre-diploma practice (6 ECTS) and internship (6 ECTS).

Although there is a clear procedure about internship at the IAPM to have a supervisor from the industry, writing a practice diary and getting necessary feedback, there is a problem in the organizational form of the practice / internship. The identified problems include:

a. a limited availability of diverse practice options in all sectors of industry (although there are agreements with several industry members – tour operators are predominant among them) (there are several agreements with travel companies about internship cooperation made);
b. limited options for international practice which would be essential for this global industry, and to strengthen English language usability;
c. part of the practical experience is organised as group practice form, when many students are at the same time in the same enterprise, which limits the practical efficiency in addition to staying in own study bubble.

Integration of guest lecturers from the industry has been mentioned as well as some practical training regarding reservation systems, etc. It is a good direction for the programme development that some of the lecture case studies are based on real examples in Kiev. That should be promoted further having a good pedagogical and theoretical framework beside practical training. Excursion as a study course is mentioned for part-time students that is fully independently realized. Study trips as a group form are much more effective as well as an integrated field course instead of group practice in one enterprise or individual excursion.

Recommendations for improvement

1. Implement problem-based learning on practical issues as an approach in all thematic courses collecting cases from the industry stakeholders (the same as topics for diploma project research, etc.).
2. Provide pedagogical and methodical support, theoretical frame for guest lecturers from the industry to increase the value of content delivered from comprehensive study course frame and programme objectives.
3. Plan field trips or integrated field practice instead of group practice in enterprises.
4. Practice in enterprises should be organized on an individual level to achieve higher efficiency.
5. International experience is needed for tourism as a globally linked industry and internship abroad should be part of the programme that promotes international tourism as an integral part of it.

Quality grade

Partly implemented

IV Teaching process and student support (ESG 1.3. and ESG 1.4, ESG 1.6.)

Quality grade of the assessment area

Partly implemented

Summary

Criteria for the continuation of studies are clearly defined and transparent, and ensure the necessary prior knowledge of students. Information on student progress to ensure the continuity and completion of studies should be implemented on a regular basis even if small groups of students allow working with them on a quite customized level. The study methods should be more diverse and fully match the learning outcome and discipline, part-time studies should have a highly developed ICT platform with a clear methodological and pedagogical frame for self-discipline and efficient studies. Although there are surveys of student satisfaction, more specific surveys to improve the quality of service and to determine the level of student satisfaction with the administration and other offices that provide support to students should be developed. There are a lot of formal procedures of student assessment (grading feedback, appealing, etc.) that should be more student oriented and in coherence with the real practice. A more detailed analysis has been provided in the thematic chapters below. 22 recommendations for improvements have been made in this assessment area.

4.1. Admission criteria or criteria for the continuation of studies are clearly defined and transparent, and ensure the necessary prior knowledge of students.

Analysis

The Regulations on the procedure for transfer, expulsion and renewal of students of higher education institutions define the admission criteria for the study programmes at the IAPM. Competitive selection is based on a competitive score, calculated from points of external evaluation in three subjects. The admission quotas are defined and published within a public call for enrolment.

The Academy also has measures in place that recognize prior learning. Namely, the transfer from related educational institutions is implemented by the Regulations and consider the recognition of prior learning. No evidence was provided for an example of prior learning recognition.

Recommendations for improvement

Quality grade

Fully implemented

4.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.

According to the information in SER and interviews with the administrative staff, the student progress is monitored through different level exams and tests - current, thematic, periodic, final control, self-control, attestation exam and defence of qualification theses. Those are assessment forms/methods, but they do not show the general progress of the students. Despite several questions and document surveys, the IAPM didn't provide correct data about drop-out rates or any other indicators showing a general progress of students.

According to Table 4.3. in the SER, the admission is dropping (2018 - 23 students, 2019 – 16 students, 2020 – only 3 students). It seems that almost all students have gained 60 ECTS per academic year, but there is a discrepancy in the 2018 and 2019 data – both year one student is lost in the calculations (the sum of students who achieved credits is smaller than total number of admitted students) and there is no information what happened with them (early drop-out, etc.). If the students' admission is decreasing constantly even more attention should be paid to the reasons and data on drop-out.

Although the institution describes different student assessment forms as necessary and analysed data, no statistical analyses of the results are available and no evidence is available that any of those data have been used to improve the student progress (e.g., if the pass rate of a particular examination is significantly lower or higher than others, probably the examination questions, study methods, etc. should be revised).

As it is said above, the institution does not have a systematic overview of drop outs and the reasons for drop outs. Therefore, there is no identification of the students facing the risk of drop out and no evidence of actions to prevent drop outs.

Recommendations for improvement

1. Although the grades and pass rates of the exams and tests are important information, those data are just one aspect/input of comprehensive students' progress monitoring system. The institution needs to build up and implement a clear system of student monitoring - goals, indicators, measures, process, responsible persons, etc.
2. Student drop-out data need to be collected, analysed and used in improvements.

Quality grade

Not implemented

4.3. Teaching methods ensure student-centred learning and achievement of all expected learning outcomes.

Analysis

The IAPM supports and encourages the teachers to use different study methods. The institution is really proud of offering practice-oriented and project-based studies.

Integration of soft-skills into the studies is organised in collaboration between the faculty members of different departments to offer high quality studies for the students.

The teaching methods are given in the syllabuses, but those are general and equal in every course (even word by word), indicating the lectures and seminars as the main study methods. According to the syllabuses, students of the Tourism study programme need to give more than 20 "presentations on the topic of the individual task." This shows two problems: 1) the low level of variety of study methods and 2) poor didactical competence level of teachers or poor preparation of syllabuses. In some syllabuses/courses more detailed methods such as projects, individual tasks, etc. are also highlighted, but the content of those methods is still not opened. Paragraph 11 (Forms and methods of teaching) in the syllabuses is general (with some rare exceptions) and mostly the prefilled/formal text (seems to be the template of the syllabus) is given, which does not match the topics and goals (and LOs if those are presented) of the course.

Teaching methods and described students' tasks are overlapping especially in the courses, which are given by the same lecturer (e.g., Tourism geography and Introduction to the Tourism specialisation or Business training on the organization of tourism enterprises and Standardization and certification of tourism services) although the aims and expected learning outcomes should be different.

According to the provided syllabuses, there is no sign that the teaching process is adjusted to the individual needs of students from vulnerable and under-represented groups. Moreover, teaching methods are not adjusted for part-time students – based on the study allocation plan (*Навч.план_Туризм_заочна*) and there are just 1-1,5 hours of auditory work (contact hours) per 1 ECTS, which means that the teaching methods should be oriented on supporting the students' individual work and not on the seminars, lectures and presentations, which demand the direct contact between a teacher and students.

Recommendations for improvement

1. The study methods should match the learning outcome and discipline – every chosen method must be the best method to teach a particular learning outcome/topic.
2. Greater variety of study methods is highly recommended to motivate students, support the development of various transferable skills and encourage students for deep learning.
3. The teaching methods need to be appropriate for the part-time studies, considering the allocation of student modes of work and the learning outcomes.

Quality grade

Partly implemented

4.4. The higher education institution ensures adequate student support.

Analysis

The IAPM has several interesting offices that support students and develop their skills, through various questionnaires, interviews, etc. (Center for psychodiagnostics and counselling, Psychological laboratory, Centre for the organization of students' practice, employment and work with graduates). Each of the mentioned centres employs experts who work with students, and it is necessary to harmonize their work with the needs of the market, so that the skills of students are in correlation with the "trends" in tourism. It would be desirable to organize mandatory workshops/programmes/education to develop their communication skills so that students could properly respond to stressful situations, because tourism is an environment where service stands out as a major component of every process. It is also necessary to provide more hours of practical training, so that students could get sufficient experience in the business environment, which will increase their competitiveness and align their work experience with needs of the market. For part-time students work experience is implied, so upon completion of their studies, they have a better chance of becoming employed and given that the IAMP is a private institution, its status must be justified by preparing all students for the labour market through the study programme.

There is a lot of information about the study programme for new students, information is depicted everywhere in the institution and on the website. Still, it is necessary to make this process more formal and provide a package of information to each student (manual e.g.).

The IAPM is lacking procedures regarding adjustment of the teaching process for students with certain difficulties. It is necessary to ensure adjustment of lectures, exams, and availability of the information. Even though the IAMP doesn't have experience with this type of situation, it is desirable to have these procedures. The IAPM should have an office that will provide support to students with various difficulties. The interior of the institution is adapted for the movement and stay of people with physical disabilities.

The IAPM collects information about student satisfaction with administrative and other services, through one general survey and during conversation with students. This way of collecting information is extensive and it is necessary to create additional surveys about satisfaction with other services, such as administrative services, services related to various counselling, and support that student receive from the IAMP.

Recommendations for improvement

1. Centre for the organization of students' practice, employment and work with graduates should organize more hours of practical classes so that students can gain a more realistic work experience and get acquainted with the tourism sector.
2. The IAMP should use existing offices to organize workshops and programs that will improve skills of students, which will ensure the competitiveness of students and easier employment after graduation.
3. Establish procedures for lectures/classes with students who have difficulty performing daily duties due to certain physical or mental difficulties.

4. Establish exam procedures for students who have difficulty performing daily duties due to certain physical or mental difficulties.
5. Designate an office/group of experts to support students with mental and physical disabilities.
6. Create a set of information about the study programme itself and other important information necessary for studying that is delivered to students who are just starting their education at the IAMP.
7. Create more specified surveys to improve the quality of service and to determine the level of student satisfaction with the administration and other offices that provide support to students.

Quality grade

Partly implemented

4.5. The higher education institution ensures participation in international mobility programmes to students.

Analysis

In the Self-evaluation Report the main types of academic mobility (degree mobility and credit mobility) are described and in Table 4.5 mobility of students over the last five years is listed (0 outgoing; 22 incoming students). However, after talking to students and teaching staff and reviewing all the documents and the information provided, the Expert Panel has concluded that students and teaching staff are not informed about possibilities to become part of the exchange programme. There is no outgoing mobility and we think that extra measures should be taken to develop internationalisation and inform students and teaching staff about the partner's agreement and exchange program and to motivate them to apply.

According to the information received during the interview with teaching staff, the Academy does not offer courses in the English language in Tourism programme, which is the main assumption for the development of internationalisation. Incoming mobility (only 22 students in 5 years) is established only with a Polish university (foreign students mostly come from Poland) and they can take only courses in the Ukrainian language.

Recommendations for improvement

1. Development of the Internationalization Strategy with a list of activities aimed at approaching foreign students from the EU;
2. Establishment of an International Cooperation Office;
3. Agreements with universities that offer tourism study programmes;
4. Offering courses in the English language (min 30 ECTS per semester);
5. Organization of the International Week.

Quality grade:

Not implemented

4.6. The higher education institution ensures an objective and consistent assessment and grading of student achievements in order to ensure acquisition of all expected learning outcomes.

Analysis

The procedure of exams and tests is coordinated and regulated with the dean and head of department, student assessment in general is regulated with the document "Regulations on the assessment of academic achievement of higher education". During the assessment interviews, the students and teachers confirmed that the assessment criteria and methods are introduced for the students and published in the syllabuses which are available for the students before and during a particular course.

Assessment methods oriented on control of knowledge and skills are mostly not assessed (at least the methods and clear criteria are not indicated in the syllabuses). For example, really practice oriented learning outcomes such as "Ability to develop, promote, sell and organize the consumption of a tourist product" or "Ability to search, process and analyse information from various sources" are assessed in the final examination, which is described as written test.

Learning outcome-based studies mean that the student assessment is fully based on the achievement of expected learning outcomes. According to the syllabuses, the teachers follow the mutual and formal assessment system, which also includes the elements not supported in the learning outcome-based study approach. For example, the students are evaluated according to the formal criteria/aspects such as attendance in classes and seminars, which do not show the scope or depth of the acquired competence. At the same time (according to the syllabuses) the evaluation criteria of the more proper assessment methods such as individual tasks, seminars (criteria such as: compliance with the design requirements of the task or slides of the presentation) are not content-rich either and do not allow the assessment of learning outcomes achievement.

Some syllabuses also include a list of questions of a particular course for semester comprehensive control. Based on those questions, the semester examination/test only assess the theoretical knowledge of the student, but there are also many practical skills and abilities focused LOs (programme level) and tasks (course level), which won't be assessed neither in the course level assessment nor in semester or final exam.

Based on the interviews with the students, they are satisfied with the general principles of grading and find the teachers to be supportive and ready to answer their questions about the grade and grading system. Although there is a formal appeals procedure, the interviewed students do not use it and prefer to communicate directly with the teachers or head of the specialisation. Personal communication and good relations between students and teachers are a positive approach, but may also lead to subjectivity and inconsistence. Therefore, less formal, but agreed procedures should be followed also in personal communication between the students and teachers.

Recommendations for improvement

1. Student assessment criteria need to focus on the achievement of intended learning outcomes and not on formal aspects of the studies. Attendance can be

considered as a prerequisite to allow students to the formative assessment, but cannot be the assessment criteria and part of the grade.

2. All the competences (described in LOs) described in the study programme must be assessed during the studies to be sure that the student has achieved the goal and LOs of the study programme and is ready (and competent) to work in the field.
3. Formal procedures (grading feedback, appeals, etc.) should be more student-oriented and aligned with the real practice.
4. All the learning outcomes must be assessed and more focus should be placed on the assessment methods appropriate for the practical skills.
5. Clear assessment criteria per every assessment method (test, presentation, seminar, etc.) must be clearly indicated and used in grading.

Quality grade

Partly implemented

4.7. The higher education institution issues diplomas and diploma supplements in accordance with the relevant regulations.

Analysis

The information about the Diploma Supplement was missing from the Self-evaluation Report. The Diploma Supplement was provided afterwards and the Expert Panel agreed that Diploma Supplement complied with the relevant regulations.

Recommendations for improvement

Quality grade

Fully implemented

V Resources (ESG 1.5. and ESG 1.6.)

Quality grade of the assessment area:

Partly implemented

Summary

The IAMP disproportionally uses teaching capacities for delivering the study programme, with 6 lecturers being responsible for 2/3 of the programme delivery and some being overloaded with courses. External stakeholders are involved, but can play an even greater role to achieve objectives of the study programme. There is a need for a systematic, proactive and customized support for external associates from a pedagogical, methodological and academic aspect to ensure appropriate programme

delivery and acquisition of the expected learning outcomes. Space, equipment and entire infrastructure (classrooms, laboratories, library, etc.) are appropriate for the delivery of the study programme, ensuring the achievement of expected learning outcomes. The library has a good printed material base but access to international full-text scientific databases would improve the quality of the content delivered and actuality of the studies in general. Diversifying financial sources for high-quality implementation of the study programme is needed as the number of students is decreasing. A more detailed analysis has been provided in thematic chapters below. 15 recommendations for improvements have been made in this assessment area.

5.1. The higher education institution ensures adequate teaching capacities for delivering the study programme and for acquiring expected competences.

Analysis

Scientific and pedagogical workers who ensure the implementation of the study programme are from different disciplines and have adequate qualifications in general that correspond to the thematic content of the programme. However, there is imbalance evident in the workload division and not all of these capacities are actually used. According to the provided syllabuses and practical delivery of the study programme there are 20 lecturers involved in the study process. However, six of them deliver 2/3 of the study programme, having over 20 ECTS workload in the programme, but one professor has 39 ECTS delivering 10 courses. Summarizing the actual number of contact hours and time for adequate feedback for the study works, although different courses of four study years are realized at the same time, which accounts for 20 ECTS workload per semester, that creates challenges for the quality. Although it can be implemented, as already mentioned – there are 14 lecturers that deliver just one course or have offered an elective course that could not be chosen. There is a clear imbalance in teaching capacities not using them in a more efficient way. With such an imbalance in the workloads the balance of the scientific and academic work can be questioned as well. That is not fully in accordance with the IAPM first strategic direction in their long-term strategy (2019-2029): formation of socio-cultural motivational environment of the Academy, which promotes the professional growth of research and teaching staff and non-teaching staff, provides high quality education, acquisition of new competences and their transfer to students; dynamic development of research and innovation.

Alternative evidence beside the formal regulations about international mobility, clear rules for equal opportunities for any of these 20 lecturers to participate in scientific conferences or advanced qualification courses, was lacking.

Recommendations for improvement

1. Ensure a more efficient use of available teaching capacities avoiding imbalance in the delivery of study content among available lecturers and with increased capacity for integration of scientific results and industry trends.
2. Implement the transparent practice for all lecturers to participate in significant scientific & academic conferences and networking events annually ensuring adequate knowledge transfer with linkage to the study courses.

3. Build the capacity for the teaching staff to use Moodle for unified service delivery purposes with all advances it offers to avoid mess in communication, grading system, work planning, etc.

Quality grade

Partly implemented

5.2. Qualifications and work experience of external associates are appropriate for the programme delivery and acquisition of the expected learning outcomes.

Analysis

There are several types of external associates linked to the programme as stakeholders. Some are industry-related organizations (NGOs or private companies) having possible impact on studies and guest lecturers attracted to teach certain courses. It is mentioned in the Self-Evaluation Report that the programme administration works closely with the Tourist Association of Ukraine, not demonstrating what kind of development of the curriculum has occurred according to their recommendations. It has also been mentioned that the curriculum meets the recommendations of the World Tourism Organization, not clearly indicating which of them and where they have been integrated.

Regarding staff qualifications and work experience of external associates, efforts have been made to attract experienced members from the industry that are enthusiastic for introducing fresh business-related content in the delivery of the study courses. Although there are centralized structures about methodological and pedagogical work, there is a lack of systematic and customized proactive support for these areas to sharpen the content delivered and make results even more efficient. To introduce the use of Moodle environment. They are able to transfer industry know-how with a bundle of advice and practical skills but course content, methods and tasks aren't discussed so much among others having from one side academic freedom on their own, from another – being distant from comprehensive study objectives and overall learning outcomes.

Recommendations for improvement

1. Provide systematic, proactive and customized support for external associates from a pedagogical, methodological and academic aspect, to ensure appropriate programme delivery and acquisition of the expected learning outcomes.
2. Discuss within the programme development stakeholders about thematic areas where external associates are necessary for the whole or part of the course to diversify students' view on different tourism sector problems and trends from the aspect of the industry.
3. Use technological advances of communication tools and prepare integration of external (industry) stakeholders during the classes having comments, interviews etc. on specific problems, solutions, etc.

Quality grade

Partly implemented

5.3. Space, equipment and entire infrastructure (classrooms, laboratories, library, etc.) are appropriate for the delivery of the study programme, ensuring the achievement of expected learning outcomes.

Space and equipment of the IAPM is sufficient for a successful study process and campus type premises with spacious green zones and many students from different study disciplines are creating a special flair encouraging studies. The entire infrastructure (including classrooms, laboratories which have been used for tourism studies, etc.) is appropriate for the delivery of the study programme in general, ensuring the achievement of expected learning outcomes. There is a lack of information about the real occupancy rate of various resources available for the study process.

1. Universal design solutions to increase accessibility should be implemented.

Fully implemented

5.4. The library and library equipment, as well as the access to additional resources, ensure the availability of literature and library services necessary for a high quality of study, as well as professional and/or scientific activity.

The library has ambitious architecture and is referred to as „knowledge centre" on the website of the IAPM, having ~400 000 books[1]; it includes the International Library and Information Center. However, resources available are not sufficient. The mission to provide students with educational material and raise the intellectual and professional level of knowledge using scientific, methodological and educational materials is respectable, but there is no access to any of international most popular full-text data bases. Wi-Fi is functional, as it has been mentioned. There are several methodological materials elaborated and published for tourism studies[2] although everything is in the national language. There are 4349 copies of textbook titles used in the tourism study programme. There are 46337 copies of textbooks included in the mandatory (normative) literature for Tourism programme. There are 6 titles of printed foreign journals in the collections of the library in total related to the tourism study programme. There are 16 titles of electronic journals with full text to which the university provides access for everything and for the tourism study programme. Bibliographic databases funded by the university are as follows:

- https://dash.harvard.edu/
- http://www.worldcat.org/
- http://dspace.nbuv.gov.ua/
- https://tourlib.net/

From the web resources and an online video tour provided upon request (despite the fact many materials were demonstrated from medicine studies) there is a good depository of books, but space is limited: there are two reading rooms with 65 seats (140m2). Light conditions are tolerable especially on the far side of the windows. Universal design solutions are missing, as the access for persons with disabilities is problematic. In their report[3] students state that the IAPM has an excellent, large library, and any information can be found, if desired. At the same time, when asked: "what information do you lack?" 26 % of them say that they lack information about available educational and methodical literature and possibilities of its finding.

[1] http://maup.com.ua/ru/ob-akademii/biblioteka1.html
[2] http://maup.com.ua/ua/navchannya-u-maup/library/metod/16-tur.html
[3] Analysis of results of the first-year students survey on adaptation to study at the Academy

Recommendations for improvement

1. Ensure subscription to significant full-text scientific data base, e.g., Scopus (priority), EBSCO, ScienceDirect or Sage (not several are needed, but recognized full-text article source that can be of use for other study directions as well).
2. Ensure on-line access to full library resources from the distance (there aren't any links in the main library web-page section[1] - just an online catalogue in re-directed page[2] and there are not any specific notions of resources usage from distance during the Covid-19 period).
3. Redesign the rooms of the library by providing adequate light and more segmented reading rooms where possible, as well as small-group discussion rooms and a sound-absorbing booth for mobile phone calls. Information about accessibility should be provided on library access for people with disabilities and adequate universal design principles ensured.
4. Opening hours of the library should be revised and published (it is found here[3], but not on the main website). Opening hours (9:00-17:00) are challenging for students to have access to library resources after lectures.
5. Information for international students about library resources should be provided in English.

[1] http://maup.com.ua/ru/ob-akademii/biblioteka1.html
[2] http://library.iapm.edu.ua/
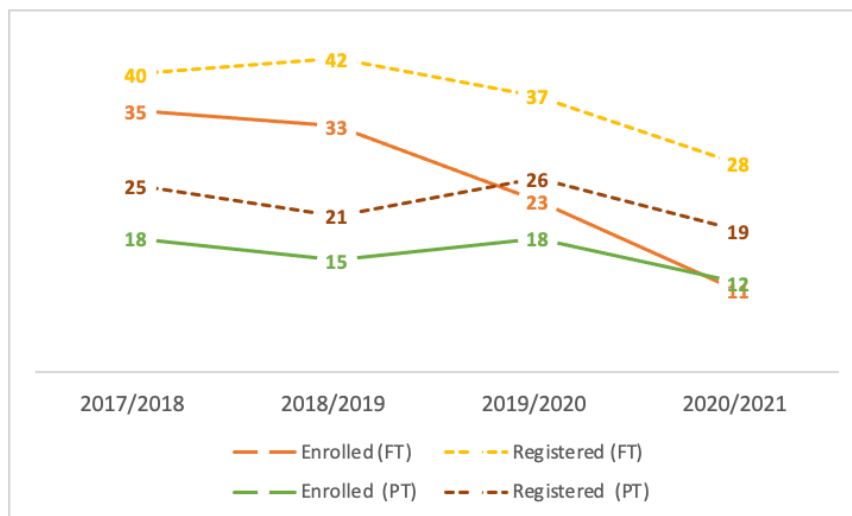[3] http://library.iapm.edu.ua/

Quality grade

Partly implemented

5.5. The higher education institution ensures the necessary funds for the organization of work and high-quality delivery of the study programme.

Analysis

For the IAPM as a private HEI there is no availability of state budget places for students. According to the comments of the senior management of the institution that situation can be revised on a state level in 2022, but that's not a fact at the current moment. Financial sustainability of delivery of the study programme is fully dependent on tuition fees (as it stands in 2021: 21 000 UAH for full-time studies and 14 000 UAH for part-time studies). The number of students enrolled in the last four years has decreased two times (and the number of full-time students – even three times) indicating problems from a financial aspect, as well.

There are two potential risks regarding this situation:

1. Decrease in the number of students causes tensions about resources available for the programme delivery as there are no other financial sources mentioned. Particular programme delivery in a large IAPM can be substituted from other (more popular) study programmes and tuition fees paid there as there is one budget of the IAPM, not separated for every programme. In addition, some of the student support services provided are centralized throughout the entire IAPM. That could be understandable in the product development initial phase (in the first years after launching the programme) when objectively the number of students can be smaller. But after five years of being in the market, small groups and decreasing number of enrolled students with a few drop-outs – there should be a stable situation. Substitution of the programme with resources of other programmes with larger groups of students is, in contradiction, creating possibilities to work in a highly customized manner and ensures individual approaches, raising the quality and implementing student-centred approach mentioned many times.

2. Dependence on the tuition fees paid by students can create an extra pressure to perceive students as paying customers with a possible risk of affecting the quality. There has not been any evidence of this during focus-group discussions, but that is questionable from the market logic. This can put an undue strain on the quality of studies, especially for students with lower levels of achievement,

perceiving those studies are provided in any case because of the relatively high tuition fees. That risk should be mitigated in all possible situations with an objective grading system and other means.

It was mentioned that the implementation of scientific projects is financially substituting the delivery of the tourism programme, but without clear evidence. There was no clear documentation provided about real costs of the programme or any detailed financial estimate of the study programme costs to analyse it more properly.

The rating of research and teaching staff members is determined based on the results of the academic year and it takes into account the specifics of professional activity in the main areas of activity of research and teaching staff members (training activities, scientific activities, organizational work or educational work, international activity) [Regulations on the rating of research and teaching staff, sub-departments, institutes/departments of the interregional academy of personnel management]. However, there was no evidence regarding this lecturer motivation system to strive for a higher quality in course delivery from a salary bonus perspective.

Recommendations for improvement

1. Diversify financial sources for high-quality implementation of the study programme.
2. Introduce amendments to the code of ethics regarding tuition fees that tuition fees do not guarantee continuous study in situations of low academic success (students are perceived as partners on the path to their own growth, not as clients who pay to receive education).
3. Reconsider integration of a motivation system for academic staff to strive to achieve the highest quality during the teaching of study courses within the framework of salary bonuses.
4. Reconsider providing more contact hours as state minimum standard states to achieve even higher results regarding learning outcomes and ensure student professional competitiveness (balancing that with tuition fees).

Quality grade

Partly implemented

VI. FINAL RECOMMENDATION OF EXPERT PANEL MEMBERS

On the basis of the analysis of submitted Self-Evaluation Report for the BACHELOR STUDY PROGRAMME OF TOURISM, 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 or requested during the site visit, IT IS THE OPINION OF THIS EXPERT PANEL THAT THE BACHELOR STUDY PROGRAMME OF TOURISM

MEETS THE REQUIREMENTS FOR ISSUANCE OF ACCREDITATION CERTIFICATE.

Clarification:

The majority (20) of the study programme quality grade by assessment areas according the expert panel decision are assessed as partly implemented. Two thematic sub-areas have been assessed as not implemented:

1. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.
2. The higher education institution ensures participation in international mobility programmes to students.

As these two aren't from core criteria, the opinion of the expert panel is that the full-time bachelor study programme of tourism meets the requirements for the issuance of an accreditation certificate. Some of the problems in partly implemented areas are linked to the overall tourism industry development level or the higher education system on the national level. With a higher degree of development, the expectations and demands from industry stakeholders will grow towards programme quality and competences of potential employees. Certain areas of the higher education system on a national level should be improved as well, having an impact on the programme from the national standard point of view.

Only three quality grades by assessment areas were evaluated as fully implemented. For programme sustainability it is very crucial to introduce the 89 recommendations for improvement made by the expert panel members and implement them in each of the assessment areas to meet an adequate quality grade. In some of the cases the formal part to ensure quality is completed, but comprehensive implementation is lacking. After covering these quality gaps the tourism programme should become stronger with high competitiveness among other similar programmes on the national level and improvements should be made immediately. Internationalization, especially for tourism programme, isn't only another strategic area to be presented, but it is a core part of the holistic tourism education and industry networking system that must be there.

Critical re-thinking of part-time studies in the existing organizational form by the IAPM should be done by strategic stakeholders (e.g., only 320 academic hours as contact hours including workshops out of 7200 - 95,5% without any supervision). Recommendation: to have accreditation for part-time studies as an online study programme, if there is demand and willingness for continuity with this form of studies.

APPENDICES

1. Quality assessment summary - tables

Quality grade by assessment area			
Assessment area	Not implemented	Partly implemented	Fully implemented
I. Internal quality assurance system of the higher education institution delivering the study programme		**X**	
II. Learning outcomes		**X**	
III. Study programme		**X**	
IV. Teaching process and student support		**X**	
V. Resources		**X**	

Quality grade by standard			
I. Internal quality assurance system of the higher education institution delivering the study programme	Not implemented	Partly implemented	Fully implemented
1.1. Internal quality assurance system (IQAS) of the higher education institution ensures adequate implementation and monitoring of all activities related to the delivery of the study programme, revisions and improvements of the study programme.		x	
1.2. The higher education institution ensures availability of all information on the study programme and important aspects of its activities (teaching and/or scientific and social role).		x	
1.3. The higher education institution supports academic integrity and prevents all types of unethical behaviour.		x	

Quality grade by standard			
II. Learning outcomes	Not implemented	Partly implemented	Fully implemented
2.1. Learning outcomes of the study programme are clear and transparent, and aligned with the mission and strategic goals of the higher education institution.		**x**	
2.2. Learning outcomes at the level of the study programme are aligned with the EQF level at which the programme is proposed.		**x**	
2.3. Learning outcomes at the level of the study programme are aligned with the competences a student should gain by completing the study programme		**x**	
2.4. Learning outcomes of the course are aligned with the learning outcomes of the study programme.		**x**	

Quality grade by standard			
III. Study programme	Not implemented	Partly implemented	Fully implemented
3.1 The study programme justification was provided with regard to social and economic needs, which is also reflected in the enrolment quota.		x	
3.2. The curriculum is coherent and enables the achievement of expected learning outcomes and an uninterrupted progress to students.		x	
3.3. The study programme curriculum is scientifically/professionally founded and comparable to similar study programmes abroad.		x	
3.4. If the study programme leads to degrees in regulated professions, it is aligned with the national and European regulations and recommendations issued by national and international professional associations.		x	
3.5. The higher education institution allocates ECTS credits in accordance with actual student workload.		x	
3.6. Student practice is an integral part of the study programme.		x	

Quality grade by standard			
IV. Teaching process and student support	Not implemented	Partly implemented	Fully implemented
4.1. Admission criteria or criteria for the continuation of studies are clearly defined and transparent, and ensure the necessary prior knowledge of students.			**x**
4.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.	**x**		
4.3. Teaching methods ensure student-centred learning and achievement of all expected learning outcomes.		**x**	
4.4. The higher education institution ensures adequate student support.		**x**	
4.5. The higher education institution ensures participation in international mobility programmes to students.	**x**		
4.6. The higher education institution ensures an objective and consistent assessment and grading of student achievements in order to ensure acquisition of all expected learning outcomes.		**x**	
4.7. The higher education institution issues diplomas and diploma supplements in accordance with the relevant regulations.			**x**

Quality grade by standard			
V. Resources	Not implemented	Partly implemented	Fully implemented
5.1. The higher education institution ensures adequate teaching capacities for delivering the study programme and for acquiring expected competences.		x	
5.2 Qualifications and work experience of external associates are appropriate for the programme delivery and acquisition of the expected learning outcomes.		x	
5.3. Space, equipment and entire infrastructure (classrooms, laboratories, library, etc.) are appropriate for the delivery of the study programme, ensuring the achievement of expected learning outcomes.			x
5.4. The library and library equipment, as well as the access to additional resources, ensure the availability of literature and library services necessary for a high quality of study, as well as professional and/or scientific activity		x	
5.5. The higher education institution ensures the necessary funds for the organization of work and high-quality delivery of the study programme.		x	

2. Site - visit protocol in virtual form

First day of accreditation of the Bachelor study programme Tourism in virtual form

	Tuesday, 20 April 2021
9:00 – 9:45 CET	Meeting of all Expert Panel members with the Management of the Interregional Academy of Personnel Management (IAPM)
9:45 – 10.00 CET	*Break*
10.00 – 11.00 CET	Meeting of Expert Panel members with the Management of the Department of International Relations and Organisation of Tourist Activity
11:00– 11:15 CET	*Break*
11:15 – 12:30 CET	Meeting with: • Representatives of Educational and Methodological Institute, • Representatives of the Centre for the organization of scientific work and innovation, • Representatives of the Department of licensing and accreditation, • Representatives of the Department for the work of admission committee, • Representatives of the Institute of International Education, • Representatives of the Centre for the organization students practice, employment and work with graduates, • Student Ombudsman.
12:30 – 12:45 CET	*Break*
12:45 – 13:45 CET	Meeting of the Expert Panel members with students from the Bachelor study programme of Tourism.

	- Open meeting for all students
13:45 – 15:00 CET	*Lunch Break*
15:00 – 16:00 CET	Meeting with external stakeholders -representatives of professional organisations, business sector/industry sector, professional experts, non-governmental organisations, external lecturers, potential employers
16:00 – 16:15 CET	*Break*
16:15 – 16:45 CET	Organisation of additional meeting on open questions, if needed

Second day of accreditation of the Bachelor study programme of Tourism in virtual form

	Wednesday 21 April 2021
9:00 – 10:00 CET	Meeting of the Expert Panel members with full-time teachers who are participating in the delivery of the Bachelor study programme of Tourism
10:00 – 10:15 CET	*Break*
10:15 – 11:15 CET	Meeting of the Expert Panel members with the Head (guarantor) of the Bachelor study programme of Tourism
11.15 – 11.30 CET	*Break*
11.30 – 12.30 CET	Meeting of the Expert Panel members with the leaders of the student practice (stakeholders), public and private
12:30 – 13:45 CET	*Lunch Break*
13:45 – 14:15 CET	Organisation of additional meeting on open questions, if needed
14:15 – 15:30 CET	*Internal meeting of the panel members – preparation for the Exit meeting*
15:30– 16:00 CET	Exit meeting with the Management of the Department of International Relations and Organisation of Tourist Activity