

Accreditation Report

Sumy National Agrarian University Ukraine

“Master course in Administrative Management” (Master of Administrative Management)

I Procedure

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The **Assessment Report** of the peer-review experts is **based on** the self-assessment report of the Higher Education Institution (HEI) and extensive discussions with the HEI management, deans and/or heads of the departments, heads of study programme(s), lecturers, staff representatives, students, and alumni.

The basis of the **Assessment Criteria** is part 1 of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) in the current official version. At the same time the national context, particularly the national regulations regarding the establishment of study programmes, are taken into account.

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II Introduction

The experts would like to thank the representatives of the HEI as well as students that they have taken part in the discussions and willingly shared information and their views during the site visit. The discussions are valuable not only for the assessment of the institution, but also for a better understanding of the legal and sociocultural context of the local higher education system.

Evaluation basis for the peer-review experts is the self-assessment report of the HEI as well as intensive discussions during the site visit with the HEI management, deans and/or heads of the departments, head(s) of the study programme, study programme coordinators, teachers, lecturers, administrative staff, students, and graduates.

Main objective of the accreditation procedure is to assess the quality of the study programmes and compliance with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG). The ESG standards are applied as main assessment criteria in the international accreditation procedure.

In addition, the respective country-specific criteria and standards are taken into account.

A group of experts was set up, which ensured that all areas relevant to the accreditation procedure (e.g. legal, structural, social etc. aspects) as well as the ESG and national criteria were considered. The peer-review experts include professors, representatives of the professional practice and the student representative. A certificate with the ACQUIN seal is awarded upon accreditation of the study programme.

1 Short profile of HEI

Sumy National Agrarian University (SNAU) is a higher educational institution with level – IV of accreditation. It is one of the best European agrarian universities (TOP-2 in Ukraine). SNAU was founded in 1977; for 45 years of its existence, it has gone from Sumy branch of Kharkiv Agricultural Institute named after V.V. Dokuchaiev to educational institution of national importance.

Sumy National Agrarian University trains highly qualified specialists in agriculture with an emphasis on acquiring foreign language and computer science skills. The structure of the university includes eight faculties (economics and management, agrotechnology and natural resource management, engineering and technology, biology and technology, civil engineering, veterinary medicine, food technologies, law), one Institute and five colleges.

There are about 6,000 students currently enrolled at the university, including 478 foreign students from more than 30 countries (50% of them are studying at the faculty of economics and management). Courses are taught in Ukrainian, German and English.

Scientific and research work is conducted in 19 research laboratories. Research Institute of Potato-breeding in the north-eastern region of Ukraine was founded at the Department of plant-breeding and seed-production. Research training of applicants usually takes place in educational and research laboratories of the university, which provides an opportunity to conduct research in various specialties. Students can improve their professional skills on the latest laboratory equipment, which can be used without restrictions. The following laboratories are available to students: Center for Collective Use of Scientific Equipment, Laboratory of Ecological Agriculture and Nature Management, Scientific and practical laboratory of in-vitro biotechnological research, Ecology Training Laboratory; electron microscopy laboratory, Center for Precision Agriculture, SMART-polygon, Educational and scientific PCR laboratory, TOPAS Educational and Scientific Laboratory data management collection, Mass Spectrometry Laboratory, Educational and scientific laboratory of distance education, Virtual Reality Laboratory and Specialized computer classes.

Students have an opportunity to go abroad and to work on the agricultural farms in England, Denmark, Finland, Sweden, France, the USA, Australia, the Netherlands; it greatly increases their professional level and helps them to be employed at leading agricultural and processing enterprises of Ukraine.

Library of the Sumy National Agrarian University has more than 500,000 editions: scientific, educational, fiction, additional publications and e-books for distance learning with access to the Internet.

SNAU has an educational and scientific laboratory (vivarium) for practical training of students, where farm animals and poultry are kept. An educational and experimental farm is situated on the territory of 2,6 thousand ha, agricultural lands include 2,3 thousand ha; experimental field, where engineers-technologists work using machines for crop cultivation on new technologies.

The university campus is the pearl and the glory of Sumy. Educational buildings, stadiums, laboratories, hostels are located on large, clean and well-equipped territory. The university has a cafe and a canteen with the lowest prices in the town, a club and gyms, where about 3,000 students can do sports in 20 sport sections.

Self-governing, which is closely connected with organizational and management activity of students, takes active part in the formation of a future specialist. Bodies of student government are organized at every faculty.

The university is proactively engaged in the implementation of scientific and educational projects in collaboration with Erasmus+, the German Academic Exchange Service DAAD, the Food and Agriculture Organization of the United Nations (FAO), the European Bank for Reconstruction and Development (EBRD), Nestle Ukraine, Swiss Cooperation Office in Ukraine, Czech Development Agency and others.

The cooperation of SNAU with the University of Applied Sciences Weihenstephan-Triesdorf (HSWT) started in 1995. The first stage of cooperation was the organization of agricultural internship for SNAU students on the farms in Germany. In 1996, three students of the university, having shown good performance during the internship, became the first ones from Ukraine, who were invited to study master's degree "Agricultural Management" at HSWT. Since December 2001, SNAU has become an official partner of the DAAD Export Training Courses project, signing an agreement of cooperation with four partner universities: HSWT (Germany), NUBiP (Ukraine), Novosibirsk SAU (Russia) and Kazakh NAU (Kazakhstan). The purpose of the cooperation was to launch an international master's degree programme – Master of Business Administration in Agriculture (MBA) – at four partner universities of Ukraine, Russia and Kazakhstan in the language of the country concerned, as well as in German, to create a single network of parallel master programmes in agricultural management with mutual recognition of educational and examination grades according to the Bologna Agreement and to organize an active exchange of trainees, students and teaching staff primarily within the framework of the development of the the study programme "Agricultural Management".

Under that agreement, in June 2002, SNAU officially launched a master's degree programme "Agricultural Management", whereby learning is conducted in German and Ukrainian, and since 2015 also in English.

On November 29th, 2019, SNAU joined the international consortium of 24 universities from 12 countries, signing the general Memorandum about their intentions, as well as the newly expanded agreement was signed about the overall realization of the double degree study programs with the German partner which allowed to deepen the integration process of SNAU to the international educational space. The agreement includes following aspects award of double degree diplomas for students of SNAU and HSWT, further development of the international activities along with current master courses of MBA and inclusive and equitable quality of education and promoting life-long learning opportunities for all.

Since the beginning of cooperation, 235 students have undergone internship, 101 students have finished their studies at HSWT, 28 students and teachers have successfully obtained the assistance program. Since the very beginning, the number of students of the international master's program has reached 928 persons. In 2002-2020 years, SNAU held 20 international seminars. Above 90 representatives from 10 universities of Ukraine, Germany, Russia,

Kazakhstan and Georgia have participated in these seminars. SNAU traditionally held annual seminars and webinars with foreign lecturers for MBA students.

The program's graduates currently work as consultants and top managers in joint ventures and in representative offices of German, Austrian and Swiss companies, in the field of domestic agribusiness, teachers and scientists at leading European and Ukrainian universities, etc.

2 General information on the study programme

Location	Sumy National Agrarian University: "Master course in Administrative Management" (Master of Administrative Management)
Date of introduction	01.09.2002
Faculty/ department	Public Management and Administration Department, Faculty of Economics and Management: Agricultural Management
Standard period of study (semesters)	3 semesters / trimester, 1 year 4 months
Number of ECTS credits	90
Number of study places	50
Number of students currently enrolled	30 per semester, 57 per year
Average number of graduates per year	40
Form of study	Full-Time
Tuition fee	330 Euro per semester, 660 Euro per year

3 Results of the previous accreditation

The study programme(s) "**Master course in Administrative Management**" (**Master of Administrative Management**) was examined and accredited by the ACQUIN for the first time in 2016 resulting in the following condition:

- In order to ensure the quality of theses at the master's level, the university must prepare a handbook for students that defines minimum requirements and standards for master's theses).

The conditions were fulfilled. The accreditation was issued by the 30 September 2021.

For further development of the study programme, the following recommendations were formulated:

- Training with regard to methods of scientific research should be intensified).
- Students should be guided more intensely towards independent scientific work. For this purpose, lecture notes should be supplemented with more up-to-date literature and students should be encouraged to conduct their own literature research.

- The module descriptions should be revised. The topicality of the literature references should be checked and competencies should be examined to determine whether they correspond to a master level).
- The university should explore the possibility of offering forms of examination (e.g., portfolio examinations) that assess course-related performance.
- The expert group recommends the expansion of personnel resources for the coordination of the study program.

A temporary accreditation was issued for the proper implementation of the ACQUIN reaccreditation procedure. The application was approved and the temporary accreditation of the study programme was issued until 31. September 2023.

III Implementation and assessment of the criteria

The peer-review experts assess the quality of the study programme and compliance with the ESG standards as well as with the national standards. The report must document the assessment of each study programme in the cluster, taking into account each criterion.

1 ESG Standard 1.1: Policy for quality assurance

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

1.1 Implementation

A three-level system of internal quality assurance of education has been formed in higher education institutions: 1 level - program (level of educational program (EP)). The functions and responsibilities of it are assigned to the project team and the guarantor of the educational EP; 2nd level - faculty: Scientific Councils of faculties, deans, deputy deans for quality assurance (coordination function between university and program levels), 3rd level - general university.

At the university level there are two bodies responsible for the quality assurance which are the Council for Quality Assurance of Educational Activities and Education Quality Department. Departments which offer certain EP are assigned such functions as development, approval and periodic review of the EP. Representatives of student self-government take an active part in measures to improve the educational process, research and leisure activities. In the field of quality assurance of education, a number of defining regulations have been developed and approved, in particular: "Conceptual principles of the humanitarian component of training in Sumy NAU", "Regulations on stakeholder survey" and "Regulations on the expert council of employers".

Policies, standards and procedures for academic integrity are defined in such documents as Code of Academic Integrity of Sumy National Agrarian University, Regulations on the prevention and detection of academic plagiarism in Sumy NAU (approved by the Scientific Council of Sumy NAU, Regulations on the procedure for checking academic and scientific texts for uniqueness at Sumy National Agrarian University and in the relevant decisions of the Academic and Methodological councils of higher education institutions, decisions of faculty councils, methodical recommendations on protection of qualification works, etc.

The Code of Academic Ethics establishes ethical norms of relations in the academic environment, which are guided by members of the university community of higher education institutions. A 12-member Academic Ethics Commission has been established (Current composition of the 12-member Academic Ethics Commission, approved in May 2021).

The following rules of academic integrity have been officially approved at Sumy NAU:

- Standards of conduct to be followed by the student and the teacher during the educational process (Code of Academic Ethics).
- Procedures for identifying cases of violations of the Code of Conduct (Code of Academic Integrity, Regulations on the Procedure for Checking Academic and Scientific Texts for Uniqueness at Sumy National Agrarian University).
- List of sanctions for violations of the Code of Conduct (Code of Academic Ethics).
- Procedures for applying sanctions for violations of the Code of Conduct (Code of Academic Ethics).
- Appeal procedure for decisions on violations (Regulations on the organization of the educational process).

At the faculty level, the functions of faculties in the quality assurance system have been defined and deputy deans in this area have been appointed.

Procedures to ensure the quality of implementation, control and monitoring of internal indicators of educational activities for the EP are implemented at different levels: departments - in the form of control of research and teaching staff, hearing, discussion and decision-making; at the educational and scientific level of the university - in the form of control over the activities of departments, faculties, hearing, discussion and decision-making at meetings of the Council for Quality Assurance in Education and Higher Education, Scientific Coordination Council, Scientific Council of the University on the approval of the main regulations for the implementation of the EP. At the level of higher education institution, the Department of Quality, Accreditation and Licensing monitors the implementation of decisions.

The results of the analysis of internal quality assurance procedures were the introduction of the procedure for establishing the Student Committee of Partnership for Quality Assurance in Education, which is taken into account in the Plan for the Development of the Internal Quality Assurance System for Education. It is planned to involve graduate students in this committee on the recommendation of the Council of Young Scientists.

In accordance with the provisions of the educational program for the specialty Administrative Management, a project group was created consisting of the Chairman of the program, members of the project group and the quality policy was specified. Work is constantly underway to monitor the quality and review the educational program.

SNAU together with partner higher education institutions systematically implements projects aimed at improving the procedures of internal quality assurance taking into account European Standards and Recommendations. The University is a participant in the project "Initiative of Academic Integrity and Quality of Education" ACADEMIC IQ, the analysis of which revealed a number of problems in the operation of internal procedures, as a result the Quality Council decided to improve them.

1.2 Assessment

Based on the university goals and strategic management, the quality assurance policy has been implemented appropriately in the field of research, teaching and learning. Hence, the quality assurance policy of the University meets the requirements of the Ministry of Education and Science of the country. In addition, the successful results of previous years and promising goals for the future shows the satisfaction of internal and external stakeholders in terms of cooperation.

The analysis of the internal quality assurance of the programme has shown that the procedures for the development, approval, periodic review and monitoring of the Master's programme are carried out in accordance with the study regulations, which indicates that the initiation, development, approval, monitoring, revision and termination of the Master's program at the University are carried out transparently and in accordance with the approved procedures, in line with the general objectives of the University's development strategy, as well as the students of education participate in the design and improvement of the Master's programme, the evaluation of its components and the quality of teaching.

The quality assurance system for the educational process consists of an internal quality assurance system (administration, department for quality assurance of education, pedagogical and methodological centre for the organisation of the educational process) and external quality assurance.

During the meeting with the representatives of the University it was noted and confirmed that the University has a clear quality culture that ensures systematic development of the educational programme. The University has an Education Quality Assurance Department, whose main purpose is to monitor educational activities and evaluate the data of academic activities in order to effectively manage the quality of the educational process.

During the accreditation process, it was noted that the results of external quality assurance of higher education are presented in detail on the University's website, especially the comments and suggestions made during previous accreditations on the official website of the University.

In the accreditation process, it is clear that employers are constantly involved in the process of periodic revision of the educational programme. The university has consultation and advisory bodies, as well as an expert council of employers and graduates.

1.3 Conclusion

The criterion is **fulfilled**.

2 ESG Standard 1.2: Design and approval of programmes

Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

2.1 Implementation

Procedures for development, approval, monitoring and periodic review of the educational program are defined and regulated by the "Regulations on educational programs at Sumy National Agrarian University", approved by the Scientific Council of SNAU on 15.10.2019, protocol №3. It defines procedure for developing an educational program, its self-assessment, approval, the procedure for opening and closing, implementation, monitoring and periodic review.

Rights and responsibilities in the implementation of these procedures are defined by the "Regulations on project teams and support groups for the development and maintenance of educational programs in SNAU". Issues of planning educational activities are determined by the "Regulations on the quality assurance system of higher education (internal quality assurance system) in SNAU".

Representatives of student self-government bodies (head of student self-government - student rector, deputy head of student self-government for scientific and educational work - student vice-rector) are members of the SNAU Scientific Council and the SNAU Council for Quality Assurance and Quality of Education. Members of the student government - student dean and chairman of the student union committee of the faculty are members of the Scientific Council of the faculty, which considers proposals and comments on educational programs and its components (educational components, curricula).

EP includes compulsory and elective courses. Modularization has been applied for selective component: all of them have 5 ECTS credits. It is planned to extend this approach to the educational component of EP (Regulations on educational programs, paragraph 3.1.4.). On the basis of EP syllabuses are developed disciplines. At the stage of their formation, the compliance of the workload of the discipline is assessed during the review (Regulations on the work program (syllabus). In the process of EP implementation, the actual load is monitored, its compliance with the planned, including by interviewing applicants. The survey was conducted in the process of SNAU's participation in the ACADEMIC IQ project.

The workload is balanced, allowing for research. Independent processing of educational material can be done through the information portal.

The "Regulations on Educational Programs" at SNAU provide (paragraph 3.1.4) for the project group EP to agree on approaches to teaching, learning and assessment in order to best develop and assess competencies and achieve desired learning outcomes. The teacher is also guided by the recommendations given in the ECTS User's Guide, according to which the harmonization of learning outcomes, types of learning activities and assessment is an integral requirement for EP.

2.2 Assessment

According to the national standard, the curriculum of the "Master course in Administrative Management" (Master of Administrative Management) has been successfully adapted to the national standard since 2009 and approved by the Ministry of Education and Science. Hence, in the specialization component, all 18 subjects of the curriculum are approved by HSWT. Currently, all components of the curriculum have been successfully implemented in the practice in terms of education, research and employment. In addition, the current local and global agricultural production system shows the relevance and necessity of this curriculum, as well as the fact that it corresponds to the goals of the government and national strategies.

The "Master course in Administrative Management" (Master of Administrative Management) is in line with the University's mission and vision, as well as with the goals of the 2020-2024 strategic plan, particularly with the first three objectives of education, research and management.

The content of the educational program has a clear structure; the educational components included in the educational program make up a logical interconnected system and collectively allow the achievement of stated goals and program learning outcomes.

The content of the educational programme corresponds to the subject area of the subject area "Management" of the Master's level of the university. In particular, the ability to solve complex tasks, which fully corresponds to the standard of higher education in the field of knowledge

"Management and Administration", is the integral feature of the educational programme. The structure of the educational program provides an opportunity for the formation of an individual educational trajectory, in particular through the individual choice of academic disciplines by students of higher education to the extent provided by legislation.

The educational program and curriculum provide for the practical training of higher education students, which allows them to acquire the competencies necessary for further professional activity.

The scope of the educational program and individual educational components (in credits of the European Credit Transfer and Accumulation System) realistically reflects the actual workload of applicants, is appropriate for achieving the goals and programmatic results of education.

The right to freely choose educational components and form an individual trajectory is provided for by the educational program and regulated by relevant regulatory acts. Students studying in the educational program can individually choose the bases of practice and the topic of the master's thesis. The educational program provides practical training and allows you to acquire the competencies necessary for further professional activity.

Students' English language skills should be improved. Higher entrance requirements should be created with regard to English skills or students should be offered compulsory language courses to improve their English language skills.

Within the framework of the further development of the curriculum, current topics such as big data and digitalisation should be given greater consideration.

2.3 Conclusion

The criterion is **fulfilled**.

3 ESG Standard 1.3: Student-centred learning, teaching, and assessment

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach

3.1 Implementation

One of the ways to implement student-centred learning is the Individual Educational Trajectory (IET), allowing one to realise the personal path of the unique potential of the student, which is formed by taking into account his abilities, interests, needs, motivation, opportunities, experience and based on the choice of disciplines. The possibility of forming an individual educational trajectory for SNAU students is realised, mainly through the elective modules (25% of the total number of ECTS credits), carried out according to the procedure regulated by the

"Regulations on the educational process" and the "Regulations on the organisation of the study of free choice disciplines" and enshrined in the "Regulations on the credit transfer system".

The choice of the student is regulated through the following procedures: independent selection of optional components of the curriculum, development of an individual training plan, flexible organisation of training through various forms (distance), participation in academic mobility programs, obtaining the right to academic leave, in particular, due to international internships for grants, study at other educational institutions and recognition of learning outcomes obtained in other higher educational institutions.

Students choose the optional elective courses by applying to the dean's office. In September 2020, the "Regulations on the organisation of the study of disciplines of students' free choice" formed a general university system of choice of disciplines through the Moodle platform.

Applicants choose their disciplines in the period from February 1 to March 1 of the current academic year for the next academic year, if the selective curriculum disciplines are provided from the third semester; in the period from September 15 to October 1, if the elective curriculum courses are provided from the second semester.

The applicant can deepen knowledge and skills by researching selected topics, choosing the appropriate disciplines, and participating in creative laboratories and different educational activities. Students have a possibility of individual schedules, distance learning and internships (followed by re-crediting ECTS credits, etc.). Recognition of learning outcomes acquired in non-formal education is determined by the "Regulations on the procedure for recognition of SNAU learning outcomes obtained in non-formal education". Additionally, applicants can supplement their own learning trajectories by participating in research, academic mobility, international projects, etc. The individual trajectory of study includes the possibility of academic leave and re-education. The Centre for Distance Learning SNAU supports the mastery of academic disciplines and obtaining of high learning results with e-courses.

According to the Regulations on the organisation of internships in SNAU from 01.06.2022 student practice is an integral part of the educational process. Students go to practice in institutions and organisations listed in the database of practices .

The possible forms of teaching and learning are defined by the "Regulations on the organization of the educational process at Sumy National Agrarian University".

Forms and methods of teaching and learning in university are regulated. The implementation of a student-centred approach is ensured through: 1) the use of an approach based on learning outcomes; 2) involvement of students in the development of the educational program; 3) the formation and continuous improvement of the educational environment; 4) communication with student government, whose representatives are members of the Council for Quality Assurance

of SNAU; 5) an adjustment of teaching, learning, and assessment approaches based on the feedback from students (final surveys for each discipline). The polls are published on the website. To implement a student-centred approach, teachers use different ways to involve students in active learning: flexible use of various pedagogical tools, regular evaluations, adjustment of the ways of teaching, learning material, and pedagogical practices.

SNAU follows the principle of academic freedom in its activities. It is recognized in SNAU's Code of Academic Ethics. SNAU has joined the Grand Charter of European Universities, which is a testament to the principle of academic freedom. The teaching and learning methods applied within the educational program follow this principle. The teaching staff are free to choose any methods and forms of work with students, providing development of critical thinking, responsibility for learning, better self-organisation, and achievement of learning outcomes in the most efficient way. Freedom of learning is ensured by using various forms of e-learning, distance learning, blended learning, and self-learning allowing to combine education with work (via Moodle platform).

The ratio of independent and class work is determined by the "Regulations on the organisation of the educational process in SNAU" (Chapter 4). The general procedures for allocating the students' workload comply with the ECTS User's Guide recommendations.

"Concept of educational activities of Sumy National Agrarian University" and "Regulations on the organisation of integrated education for people with special educational needs in SNAU" provide equal and fair conditions for access to training for people with restricted mobility (also via blended training, e-learning, individual schedules to attend classes).

3.2 Assessment

Overall, it can be stated that the teaching methods used promote student-centred learning and are sufficiently diverse. The teaching and learning forms are therefore rated as very good by the evaluators. The students provide information about a very good supervision relationship with the teaching staff. The students are very satisfied with the supervision and emphasised the excellent support and accessibility of the teaching staff. The study advisors advise students on the choice of study programme and the creation of an individual study plan.

Students are continuously supported by the teaching staff in preparing for exams. The examination regulations are also transparent.

All documents relevant to the study program are available in the university information system.

All information on the study programme is complete and transparent. Interactive teaching methods encourage students to take an active role in the learning process.

Students receive questionnaires to evaluate their courses and the overall learning experience. Discussing the feedback from these surveys with students can be an additional valuable tool in the student-centred quality process. Students can use office hours and the various electronic communication tools to submit complaints or suggestions for improvement.

Students also have various options available for complaints about assessment.

Students are assessed through various methods, e.g. written and oral examinations, presentations and written assignments. The assessment corresponds to the intended learning outcomes. The assessment procedure and regulations are clear to students and are published at the beginning of each course.

Quality control of study preparation takes place throughout the study period and consists of sufficient different control measures:

The University provides equal opportunities for students in all fields of study, regardless of gender, nationality, religion and social status, language and mode of instruction, as well as taking into account special educational needs and individual opportunities to design an individual educational programme aimed at developing the student's professional competence and cognitive activity.

Thus, the documents and materials provided by the university indicate that the university has developed an effective system of knowledge control. It can be concluded that the university applies the principle of student-centred learning, which aims at the personal development of students and ensures equal opportunities for all groups of students.

3.3 Conclusion

The criterion is **fulfilled**.

4 ESG Standard 1.4: Student admission, progression, recognition, and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.
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4.1 Implementation

The enrolment rules and procedures are clear and understandable, do not contain discriminatory provisions and are published on the official website of SNAU . These rules and procedures are designed each year according to the Ministry's regulations. In addition to general university enrolment rules and requirements for applicants, entrance examination programs (contents) for the speciality are available on the website.

SNAU's rules for the recognition of learning outcomes comply with the Convention on the Recognition of Qualifications concerning Higher Education in the European Region and are freely available to all stakeholders. An evaluation of learning outcomes obtained in other educational institutions (programs) is guided by the "Regulations on the organisation of the educational process in SNAU" (Chapter 19) and "Regulations on the realisation of the right of SNAU students to academic mobility". SNAU recognises academic qualification and the transfer of periods of study and examination outcomes. Recognition of learning outcomes is carried out using the European system of transfer and accumulation of ECTS credits or following the applicant's academic achievements assessment method adopted in the country of the partner university. Compliance with the international regulations for academic mobility and recognition of learning outcomes obtained guarantees the compliance of the educational program with the seventh level of the National Qualifications Framework. Higher education applicants and students can access information on academic mobility at the SNAU website.

Recognition of learning outcomes acquired via non-formal training is specified by the "Regulations on the Procedure for Recognition of Learning Outcomes in Non-Formal Education in SNAU". The university informs students about the non-formal education possibilities and provides support on a permanent basis. For instance, during strict quarantine, SNAU supports the provision of free access to courses on the Coursera platform. Besides this, students (for the speciality) are constantly involved in non-formal education within the activities of International projects implemented at SNAU: "From Theoretical-Oriented to Practical Education in Agrarian Studies" (TOPAS) # 585603-EPP-1-2017-1-DE-EPPKA2-CBHE-JP , DAAD # 57514792 «Digitalisation of teaching in Ukrainian agrarian universities” , DAAD .

Forms, procedures, tools, and criteria for monitoring and control of students' learning progress and results are defined in the "Regulations on the organisation of the educational process at Sumy National Agrarian University". The frequency of conducting control activities is defined in the schedule of the educational process for the relevant academic year. Students are informed about this at the beginning of each semester; this information is constantly provided during the study of disciplines. Each discipline's curriculum specifies the control forms, tools, frequencies, and evaluation criteria with respect to learning outcomes. Students are informed about the examination requirements in the first lecture of the semester. Syllabuses are freely available on the website and are circulated to students. An examination is held in written form to ensure fairness, objectivity, and students' equality.

A set of consistent procedures is implemented to establish fair criteria for learning outcomes evaluation:

- 1) use of SMART principle in formulating the learning outcomes; linkage of learning outcomes with the educational components (courses) at the stage of designing an educational program;

- 2) selection of proper assessment methods corresponding to the learning outcomes of the educational component;
- 3) consistent application of different assessment methods following the "Regulations on the organisation of the educational process";
- 4) the teacher checks for the control measures and criteria clarity and comprehensibility for the students while discussing the syllabus.

4.2 Assessment

The study requirements are clearly defined and can also be viewed by applicants across parents on the university's website. The website in question is easy to find and very clearly laid out. The university has a suitable procedure for recording relevant information on the course of studies and taking action if necessary. The review panel assesses the admission procedure as transparently described and well thought-out. At the beginning of their studies, students are sufficiently informed about the course of their studies and all opportunities to participate in university life. Upon completion of their studies, graduates therefore receive meaningful and transparent documents showing the qualifications and learning outcomes acquired. In addition, the university has sufficient procedures in place to collect information on students' progress.

Admission requirements are clearly defined. Admission in relation to the need for teachers ensures that there is no oversupply of trained teachers. In addition to the regular admission procedure, the university supports disabled students and students from national minorities.

The university monitors the development of students during their studies. An important element of student success is the sharing of information about the structure of the study programme, prerequisites for course selection, course objectives, course assignments, examinations, workload, etc. In the department, a compulsory introductory course is offered to all students, which introduces them to all the above-mentioned areas. In addition, students receive information from various counselling services throughout their stay at the university.

The degree certificates issued by the university enable students to either continue their education at institutions outside the country or to pursue a professional career abroad.

Overall, it can be said that the university has transparent enrolment procedures, records and monitors the development of students and issues sufficiently meaningful graduation certificates that demonstrate the qualifications acquired in the program "Master course in Administrative Management" (Master of Administrative Management).

4.3 Conclusion

The criterion is **fulfilled**.

5 ESG Standard 1.5: Teaching staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff

5.1 Implementation

Competitive selection of EP teachers and ensuring the required level of their professionalism at Sumy National Agrarian University is carried out in accordance with the "Procedure for competitive selection when filling vacancies of research and teaching staff and concluding employment agreements (contracts) with them". It establishes the procedure of competitive selection and requirements for persons elected to the positions of scientific-pedagogical staff. When concluding contracts with a scientific and pedagogical employee, including for new terms, the following responsibilities are determined, in particular: performance of scientific work on a specific topic, publication of scientific articles; preparation of textbooks, manuals, monographs, participation in scientific conferences at least twice a year, management of scientific work of higher education seekers with the corresponding publication of research materials, development of electronic educational materials, including in a foreign language, participation in advanced training programs with obtaining the appropriate certificate, timely training and implementation of relevant educational, methodological, scientific, organizational work. The required level of professionalism of the research and pedagogical staff in the educational program is ensured by achieving their compliance with the License Conditions, as well as compliance with the educational components.

Professional development of teachers is provided by the "Regulations on the organization and conduct of training and internships for teachers". Its purpose is to stimulate purposeful continuous improvement of the level of professional competence of teachers, growth of their professional skills, development of creative initiative, increase of prestige and authority, ensuring the effectiveness of the educational process. Teachers independently choose the forms, types, subjects of advanced training, the results of which are taken into account when electing to the position. Its volume for five years is at least 6 credits ECTS (according to the program of advanced training / internship according to the profile of the department - not less than 4 credits).

The higher education institution supports the professional development of teachers through an internal system of professional development in the Center for Retraining and Advanced Training of SNAU and the Center for Training Candidates for Participation in Independent International Testing for Business English language (Pearson). The professional development of teachers of the is supplemented by their participation in international projects such as - ERASMUS + ; - DAAD services .

To determine the best scientific-pedagogical staff, a rating system has been established to evaluate their activities, which is regulated by the "Regulations on the educational process". Scientific-pedagogical staff are reimbursed for printing costs in journals related to the scientific and metric databases Scopus, Web of Science.

5.2 Assessment

In general, according to the university's self-assessment report, the positive trends in education, research and training shows the effectiveness of the University's human resources policy. Also, bilateral and multilateral active cooperation with internal and external partners indicates that the university has been achieving good results in the field of education, research and professional training of teaching staff.

The academic and professional qualifications of the teachers involved in the implementation of the educational program ensure the achievement of the goals and program learning outcomes defined by the respective program.

Procedures for the competitive selection of teachers are transparent and allow to ensure the necessary level of their professionalism for the successful implementation of the educational program "Master course in Administrative Management" (Master of Administrative Management).

The procedure of competitive selection for the positions of scientific and pedagogical workers at the University is regulated by the relevant Regulations and determines the main requirements and procedures of competitive selection.

The announcement of the competition is posted on the university's website in accordance with the legislation. When evaluating candidates during the competitive selection of teachers, academic and professional qualifications are taken into account in accordance with the goals of the educational program and professional activity. The level of proficiency in the state language, foreign languages, the presence of an academic title, a scientific degree in the specialty of teaching disciplines is taken into account; availability of scientific publications, including in Scopus, WoS, textbooks, manuals, methodological developments, participation in international projects, internships, experience of teaching and practical work, participation in grant projects and research topics, etc.

The institution of higher education promotes the professional development of teachers through its own programs or in cooperation with other organizations.

The university, together with its partners, provides various forms of professional development of teachers.

Teachers improve their professional qualifications and teaching skills mostly through participation in projects, internships, trainings, etc.

The institution of higher education attracts practicing professionals, industry experts, and representatives of employers to classroom classes.

All teachers of the program improve their professional qualifications on an ongoing basis in the areas of the disciplines they teach. Teachers undergo internships, courses to improve pedagogical skills. The best practices are the academic mobility of teachers, both international and national, to participate in conferences, forums, and seminars. Active academic and professional activity contributes to the internationalization of the educational program and the University. The competitive selection procedure is transparent, takes into account teachers' professionalism, experience, and pedagogical skills.

Professional teaching is assured. Applicant selection and staff development are clearly regulated and meet all standards. There is no doubt about the academic qualifications of the teaching staff. The numerical ratio of teachers to students is very good, which is also appreciated by the students. In the discussions with lecturers and students, the impression was confirmed that the staff is very good, both quantitatively and qualitatively. The students confirmed very good supervision by the lecturers. All lecturers are very well qualified. They describe the situation in class and the contact with the lecturers as extremely pleasant and motivating. Yet, the English language skills of teaching and administrative staff should be improved and corresponding further training courses implemented.

The same standards and uniform application procedures for teaching staff should be prevailed at all partner universities.

Professional practice representatives should be consulted in an institutionalised way in curriculum development.

However, despite the above-mentioned positive trends, the University's human resources policy should continue to increase the transparency of recruitment of the teaching staff and develop new training methods, technologies and their implementation.

5.3 Conclusion

The criterion is **fulfilled**.

6 ESG Standard 1.6: Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

6.1 Implementation

The SNAU library has a total fund of 310,980 copies of learning and scientific sources, which supports the educational process and scientific activities of teachers and students. Students have access to the library's funds via the Internet. The university repository contains scientific publications of university staff and graduates.

The territory of the university includes all necessary infrastructure to meet the living and social needs of students (educational buildings, dormitories, medical centres, catering complexes and sports infrastructure). All facilities are connected to the Internet (with Wi-Fi). An automated system is used to manage SNAU's educational process. Students have access to learning resources via the Centre of Distance Learning operating on a basis of the Moodle platform. Free access to Scopus and Wes of Science databases is also available due to SNAU agreements.

The Council of Young Scientists of SNAU is established to coordinate the scientific activities of students, support the development of their talents, and involve them in the research activities of SNAU. Students' self-government has long and successful development history and now constitutes an integral part of university governance. Representatives of the student self-government body participate in the Academic Council, the Council for Quality Assurance of Educational Activity and Higher Education, and project groups for educational program development. In addition, inclusive space for students of all nationalities and citizenship is fostered within the framework of the INTERADIS project "Integration and Adaptation of Foreign Students" implemented in SNAU. This project aims to develop mechanisms to support the successful entrance and integration of foreign students. The survey results demonstrate high level of student satisfaction with university resources and infrastructure: more than 90% of respondents rate the research infrastructure and environment, scientific guidance and support at a high level.

Labour protection and safety is a high priority for the university. This is anchored in the concept of an educational activity. The educational department, a department of labour protection, a medical centre, and a centre for psychological support provide a comfortable and safe educational space. Auto traffic is restricted to guarantee a safe and student-friendly environment; law enforcement patrols are carried out.

Applicants and students of the educational program receive all necessary educational, organisational, informational, advisory and social support through close communication with teachers, supervisors, students' organisations and university departments' staff. Considerable attention is paid to the document flow related to the organisation of the educational process including regulations of training during the pandemic and quarantine. Educational support is provided through access to library resources and online materials, social support for applicants and students is provided through scholarships, awards for publications in journals with a high citation rate, participation in amateur art groups, attending sports sections, accommodation in dormitories, remote Internet access, Scopus and Web of Science databases access, and ensuring the healthy distance (blended) learning during quarantine.

Learning support is provided through access to resources in Moodle and library resources, and online materials. The Concept of educational activity in SNAU outlines the relevant rules of safety of the academic environment and educational space organisation. Information support is provided through full disclosure of information on the study program on the SNAU and Faculty websites. The constant interaction of the administration (dean's office) with students and student government also ensures proper information support. Students receive updates on SNAU, Faculty and Chair's activities through social media (for example, Facebook. The program leader, heads of departments, and academic staff provide all necessary advisory support. Students can get advice on professional activities, legal advice, psychological advice and more. Social scholarships and financial assistance are available for needy students. The Student Union and Student Self-Government provide necessary social support.

Students' scientific activities are supported through an opportunity to publish research in SNAU's professional scientific journal of category B, to discuss research results at internal scientific conferences held twice a year and partner International conferences.

The educational system and environment in SNAU follow the principles of freedom, justice, rights and opportunities equality, inclusiveness, tolerance, non-discrimination, openness, and transparency. SNAU's policy for conflict resolution and prevention procedures is outlined in the University's Statute, the Code of Academic Ethics, the Regulations on the educational process, the Concept of educational activities, the Order "On Prevention and Counteraction to Corruption and Abuse during Control Measures", the "Regulations on Prevention and Counteraction to Sexual Harassment and Discrimination at Sumy National Agrarian University". The "Laboratory of Practical rights" and legal clinic "Trust" (operating in the Law Faculty) support student with consultations on legal issues for free.

6.2 Assessment

The ratio between the number of students and the teaching materials and spaces is appropriate. Libraries and classrooms are well digitised and it should be mentioned which has a positive effect on the development process of student-centred learning. Therefore, the premises and equipment are adequate to support the effective implementation of the programme objectives and learning success in all respects.

From the meeting with the student council and the self-evaluation report, it can be concluded that the information provided to the students about the service facilities of the university is very good.

The resource facilities of the study programme can be described as very good. The modern and excellent equipment, which corresponds to the subject standards, is suitable for providing students with a sound education. In the opinion of the review panel, the overall resource endowment is thus very well suited for the implementation of the degree programme. Buildings, rooms and technical equipment can be described as exemplary. The library offers students extensive support in searching for information and using the available technology. The university is also well equipped for digital teaching.

The needs of a heterogeneous student body are also adequately addressed. Internal quality assurance takes material resources into account in its evaluation culture and regularly solicits feedback from students. The evaluation team assesses all material, financial and human resources as fully sufficient to achieve the qualification goals of the study programme. The needs of a heterogeneous student body are taken into account in every respect.

For the administrative staff, there is the possibility of individual further development. The scope and qualifications of the non-academic administrative staff can be described as very good. Sufficient opportunities for further training are available.

It can be stated that the degree programme has a high degree of studyability. Yet, the University of Applied Science Weihenstephan-Triesdorf should establish a good administrative infrastructure for all partner universities and create even more support services in general and during student mobility phases with a view to even better studyability.

In order to guarantee the implementation of the “Master course in Administrative Management” (Master of Administrative Management), the staff should also grow with the increasing number of students.

6.3 Conclusion

The criterion is **fulfilled**.

7 ESG Standard 1.7: Information management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

7.1 Implementation

The SNAU's mission, values, and objectives are outlined in the Strategy for 2021-2025. The Rector's Order # 42 from 13.05.2020 specifies the process of the Strategy elaboration, involving a wide range of stakeholders via public discussion of the Strategy's draft. The Working group for the Strategy's development included deans of all faculties and heads of educational, international, legal, and research departments. The preliminary Strategy draft was available for public discussion on the SNAU website. The final version of the Strategy was modified due to the recommendations from stakeholders and approved by the University's Council. The main principles underlying the SNAU development include constant feedback, information exchange, and joint decision-making with the participation of all stakeholders (students, teachers, administration, and other stakeholders). This lays the foundation for effective information management.

The SNAU strategy for the period until 2025 outlines strategic goals and corresponding KPIs in the following areas: education, research, service to society, internationalisation, governance and sustainable development. KPIs for monitoring the success of the Strategy implementation include the following: the number of educational programs, the number of students in different programs, the number of specialities (education); the number of publications and citations in the upper percentile, the number of grants, the number of patents (research); the number of social projects implemented with the participation of SNAU in the community, the number of innovative projects implemented in the community with the involvement of businesses, consulting services for local authorities (community service), etc. Each department develops its objectives and KPIs following the university-wide goals and indicators. These indicators affect the contractual obligations of academic staff. Academic staff and structural units annually report in June on fulfilling their responsibilities. Academicians prepare a report, discuss it at a chair meeting, and submit it through an internal digital workflow system – the SNAU's electronic portal. This allows monitoring and processing of data on the Strategy's progress quickly and efficiently.

Chairs (within the specialities and appropriate educational programs) and faculties collect and process information about students. It is then summarised at the university level. Curators of academic groups and student tutors collect and analyse information about students' individual needs, interests, and demands (for clubs, social infrastructure, and services). Curators sum-

marise data on student attendance weekly in special reports at the faculty level. Faculties summarise data on students' success based on the results of modules and attestations/exams and submit the results to the vice-rector for academic work responsible for preparing a consolidated report on the university.

Students receive learning, informational, advisory, and social support, organised through curators, teachers, dean's office staff, representatives of student government, and the educational department. To assess the level of comprehensibility and satisfaction with the forms and methods of education within the Educational Program, a survey of higher education applicants is conducted, the results of which are presented on the website. According to the survey results, students of higher education show a sufficient level of satisfaction with the forms and methods of teaching.

Monitoring the career development of graduates by creating a single database is one of the university's information management system development tasks. The Plan for the development of the system of internal quality assurance of education at SNAU for 2021-2025 (Approved by the Scientific Council of SNAU on September 24, 2021, No. 2) regulates a system for monitoring the career path of graduates for the period of 2022-2024. Currently, chair representatives are responsible for collecting and processing the information about graduates. Every year SNAU holds a Graduates' Meeting, allowing for the exchange of ideas and the involvement of graduates in the further improvement of educational activities. Many graduates actively participate in the discussion of educational programs and their modification at the meetings of the relevant working groups.

7.2 Assessment

The university has a well-functioning information management system. The administration has thorough data collection systems. The current and complete data structure is used very well for the internal quality management system. The evaluation of the data is accompanied by quality assurance measures and planning of follow-up activities.

The programme uses the existing infrastructure of the university to collect student feedback on individual courses and lectures as well as on the environment at the university in general. Students report that they feel encouraged to give feedback to lecturers and that their feedback is well received by lecturers. A survey of student satisfaction with the quality and conditions of the study programme is conducted annually to investigate student opinion on the quality of the University's educational and administrative services.

For the programme that is in the process of being accredited, there is sufficient information to attract applicants.

The university has the necessary procedures for collecting and analysing information about the programme, including key performance indicators, information about the student body, the level of academic achievement, student performance and examinations. Students are provided with educational resources and student support services.

The expert group therefore notes that the university regularly collects and analyses information on the study programme, students, graduates and other activities as part of the quality management system and makes it available to the internal quality assurance system.

Both students and teachers are involved in the processes through a procedure and existing structures at the university. In addition, graduates and employers are also involved in the process.

Thus, as part of the university's quality management, data on students is collected and their assessment is carried out. Also based on the self-evaluation report of the university and the discussions during the online evaluation, the expert group was able to confirm that the institution implements the necessary measures to assess the quality of teaching.

Information management includes the use of various methods to provide information. Confidentiality of information is also guaranteed.

7.3 Conclusion

The criterion is **fulfilled**.

8 ESG Standard 1.8: Public information

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.
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8.1 Implementation

The main source of public information about the study program is the official website of the university, website of the Faculty of Economics and Management, website of the Department of Public Management and Administration, which offers the study program Agricultural Management. Anyone interested in receiving information about events at the university and, in particular, information and updates on the study program can find it on various social networks: Facebook, Instagram, Twitter, Telegram. The Department of Public Management and Administration additionally highlights all information related to the study program on its official Facebook page, and on the Instagram network. Considerable attention is paid to the coverage of all events related to the organization of the educational process, the life of students and graduates. The university has its own YouTube channel where all scientific and educational

events of the university are covered. Communication with potential applicants is carried out using the social media application TikTok.

Detailed information about the educational program is also available on the university's website. Students can find on the website information about the history of partnership, advantages of studying the following master's degree program, training program within the Master course and process of obtaining Master Degree.

Informational support for students in the learning process is carried out through the full disclosure of information about the EP on the university portal, which every student has the opportunity to install on his phone or other device. By entering the name of the faculty and the number of the group or specialty, the student has the opportunity to receive complete information about the current schedule, the EP's academic plan, and a detailed study plan.

Brief presentation of the program is placed on the faculty website.

8.2 Assessment

The main source of public information about the "Master course in Administrative Management" (Master of Administrative Management) is the official website of the university, on the website of the Faculty of Agricultural Economics, on the website of the Faculty of Agrobusiness and Management, and website of the Master's Center which is the graduation department for this study program.

All persons interested in receiving information about events at the university and, in particular, information updates on program have informational support through close communication using various social networks: Facebook, Instagram. The Master's Preparing Center additionally highlights all information related to the program on its official Facebook page. Considerable attention is paid to the coverage of all events related to the organization of the educational process, the life of students and graduates. The university has its own YouTube channel, where all scientific and educational events of the university are covered and students upload videos. Students can find here the information about the history of successful partnership, advantages of studying the master's program etc.

The university offers detailed information on studying and teaching as well as on the university's main research areas. Organisational documents and relevant regulations are made available on the website. Contact persons and contact points for the degree programme and student life are clearly and transparently named.

The information provided to the public about the degree programme is satisfactory overall. There are many opportunities for prospective students to find out about the university and student life.

Information about study programmes is publicly available (admission criteria, learning outcomes, qualifications awarded, information about employment of graduates, etc.). Information about the study programme that is in line with the university's mission is secured. High school graduates, students, graduates and other interested groups can find out about the university's activities and offers on its homepage. In addition, contact persons are named for further information and questions. Yet there should be better strategic communication activities developed to publicise the study offer in order to arouse the interest of potential applicants in the long term.

The university provides information about its activities, such as the degree programme and the selection criteria for admission, the intended learning outcomes of the degree programmes, the teaching, learning and examination methods, the student success rates and the qualifications of the teaching staff.

In addition, the university provides information on its homepage about its academic achievements, such as publications, external and internal conferences and events, as well as non-academic achievements, such as cultural and social projects and activities.

The study-related documents and information are to be accessible to both students and prospective students. In addition, contact persons are named for further information and questions.

The university provides information about its activities. The University conducts its activities based on the principles of transparency, openness, involvement and awareness-raising of all stakeholders in educational activities: One of the main means of providing information is through the use of information technology and media. In addition to the information on the University's website, the public and applicants are provided with information on the specifics of the study programme under accreditation through events such as the Open Day.

8.3 Conclusion

The criterion is **fulfilled**.

9 ESG Standard 1.9: On-going monitoring and periodic review of programmes

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

9.1 Implementation

Constant monitoring of labour and educational services markets, scientific achievements in the field of studies, modern research and teaching methods forms the basis for educational program (and specific courses) review and improvement. When formulating the requirements for the competence of graduates and designing the educational program content, the project leader (head of the educational program project team) involves employers via surveys, discussions, and graduates' competencies evaluation procedures. The procedures to monitor the educational program results and quality through surveys of different groups of stakeholders are specified by the "Regulations on the survey of SNAU's educational activities stakeholders".

University administration monitors the quality of education via surveys of students (post-training). Appropriate questionnaires for each course are available for students on Moodle platform's private pages. Surveys about academic integrity and concrete educational program are posted on the university's website. The results of the polls are used to decide on improving the university's procedures concerning the education quality. Students are involved in periodic educational program reviews directly through student self-government bodies, through questionnaires, survey procedures, and open meetings and discussions. Students participate in the project team meetings. Survey and discussion results are used to identify and correct deficiencies when reviewing the educational program content.

The project team reviews the educational program annually according to the monitoring results. The project team generalise the information obtained through stakeholder (employers, students, teaching staff and experts) surveys providing an informational basis for further joint discussions on ways and directions to improve educational program content. The latter is updated annually based on monitoring results, the latest scientific achievements, and modern practices in the relevant field. Scientific results are implemented through reviewing lecture notes and practical class contents. Updated syllabi and learning materials are discussed and approved at the appropriate department and the faculty meetings. According to "Regulations on planning and accounting for the staff activities in SNAU", an exact 50 % of the time invested in creating a course should be reserved for the course updating each year.

The "Regulations on Educational Programs at SNAU" provide two forms of revision depending on the character of changes made: updating and modernisation. Up-dating means reviewing all educational program components except for learning outcomes and appropriate targets. An existing educational program is updated at least once during its validity, not later than one semester before its completion. The modernisation of the educational program is made due to significant changes in the content, goal, targets, and learning outcomes. The educational program is reviewed/updated annually according to discussions at working group meetings involv-

ing students, employers, and other stakeholders. If necessary, more frequent educational program reviews are possible. The project team decides on the need to revise the educational program and potential changes and reflects this in the project team meeting's notes.

All changes to the educational program are discussed and approved at department and faculty meetings, with the direct participation of project team members, graduates, student government members, and other stakeholders. The educational program "Administrative Management" was reviewed every year. The last update, involving internal and external stakeholders, was made in March 2022.

9.2 Assessment

The Examination of the regulatory documents in the Academic Policy section of the university's website, the self-evaluation report, the results of the faculty and student survey, and the results of the online survey confirmed that monitoring and regular evaluation of the study program "Master course in Administrative Management" (Master of Administrative Management) is carried out at the University.

The schedule of activities for monitoring the quality of education was approved, according to which the University monitors and regularly evaluates the study program in order to achieve the objectives and meet the needs of students and society. In order to determine the level of satisfaction of internal needs, the university organises and conducts a survey among students, faculty and University staff every academic session.

The survey is conducted to determine the level of satisfaction with the students' educational needs, their attitude towards the educational process, the socio-cultural environment, etc.

The results of the survey are statistically analysed, discussed in the administrative meetings and taken into account in the further planning of educational activities. According to the monitoring statistics, the programme management analyses and compiles the survey results in order to initiate the necessary measures to achieve the desired results.

The existing quality management seems to function according to a hierarchical principle. However, the goal is a functioning control circle between the participants in order to improve the quality of research and teaching (Circle of Quality). This Circle of Quality functions according to the bottom up - top down principle.

The university regularly reviews the strategy and policy in the area of quality and monitors its implementation.

Overall, it should be noted that responsibilities are clearly and comprehensibly regulated, not least because the core processes of quality assurance are documented in the university's regulations.

Feedback between students and teachers is a prerequisite for improving teaching and should be introduced. The evaluation results of the anonymous course evaluations will be presented to the students after the surveys and discussed with them in order to derive concrete measures for improving teaching.

It became clear in the discussions that there is definitely close contact with the graduates and that they are surveyed very soon after graduation.

The course evaluations thus serve the continuous development and improvement of quality and studyability. The student workload is continuously surveyed in the course evaluations; corresponding questions are included in the questionnaires. An evaluation of the workload through a module should take place at regular intervals.

Students are made aware of the student workload and examination requirements by the lecturers at the beginning of the course. In the degree programme, the measure of how many hours one ECTS point corresponds to the student workload is anchored in the regulatory documents.

With regard to the quality of teaching, it should be noted that measures to ensure it begin with the recruitment of teaching staff. In addition, the university offers teaching staff various further training opportunities, both on technical and didactic topics.

It can be stated that there is a combination of internal and external quality management in order to offer its own study programmes in a generally ESG-compliant manner.

The “Master course in Administrative Management” (Master of Administrative Management) is regularly evaluated to ensure quality and to check compliance with the high quality standards. Ongoing monitoring of the study programme is carried out in accordance with the quality assurance policy. The programme is reviewed regularly and if changes are required, they are made. This process is exemplary. The study programmes thus have suitable and different procedures for internal quality assurance.

The university has a systematic procedure of analysis, development, monitoring and periodic revision of the educational program. Employers who confirmed this process as transparent, understandable and accessible are involved in the improvement of the educational program. A culture of quality has been formed in the academic community of the University, which contributes to the continuous development of the educational program and educational activities under this program.

The process of collecting proposals from various groups of stakeholders is insufficiently organized. It is recommended to strengthen work on the organization of the process of collecting proposals from various groups of stakeholders.

Standardised evaluation procedures should be introduced, in order to advance the quality assurance of the study programme and, if necessary, to be able to derive recommendations for action.

9.3 Conclusion

The criterion is **fulfilled**.

10 ESG Standard 1.10: Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis

10.1 Implementation

The results of external evaluation of all specialties are taken into account in the process of improving the internal quality assurance system. At the university level: the Department of Education Quality, Licensing and Accreditation has been established; developed and approved a number of defining Regulations, in particular: "Conceptual principles of the humanitarian component of training in Sumy NAU", "Regulations on the survey of stakeholders", "Regulations on the expert council of employers". At the level of faculties: the functions of faculties in the quality assurance system are singled out, deputy deans in this direction are appointed; at the program level: the composition of project groups and candidates for guarantors of the educational curriculum were reviewed, advanced training for guarantors and members of project groups was conducted. Work is constantly underway to improve the following quality assurance procedures: development, monitoring and periodic review of educational programs.

The higher education institution is actively cooperating in the field of quality assurance of education, now it is a participant in the project "Initiative of Academic Integrity and Quality of Education" ACADEMIC IQ, the analysis of which revealed a number of problems in internal procedures, based on the results, the Quality Council decided to improve them

The level of satisfaction of higher education students with educational, organizational, informational, advisory and social support is determined on the basis of the "Regulations on the survey of stakeholders in educational activities at SNAU". The results of the survey indicate a high level of satisfaction of higher education applicants in terms of organizational, informational, advisory and social support. There were no complaints from applicants regarding the educational curriculum.

In the system of quality assurance of higher education, which is being developed in the institution of higher education, procedures have been created that allow to take into account the

opinion of stakeholders. In the process of developing the educational curriculum, the recommendations of external stakeholders were taken into account, which is confirmed by the minutes of joint extended meetings. Organizationally, the presence of employers in quality assurance procedures is enshrined in the regulatory framework through the establishment of expert councils of employers, and those responsible for specific quality assurance procedures, cooperate with expert councils in accordance with their functions. Employers' involvement is ensured by constant consultations with external stakeholders.

Currently, recognizing the importance of the dynamics of career growth of graduates as one of the key indicators of the quality of education, as well as the importance of this procedure from the standpoint of expanding the experience of students, from the standpoint of university development, and a form for surveying graduates is being developed in accordance with the development plan of the system of internal quality assurance of education at SNAU for 2021-2025. Information about graduates and their career achievements is presented on the website.

The proposals of the applicants concerned, in particular: 1) when evaluating the results of education, take into account trainings, courses, master classes, case methods that they undergo outside the educational process, as they contribute to professional development and are welcomed by the employer; 2) strengthening of cooperation with employers, in particular holding information events with their participation; 3) initiate trainings, seminars aimed at developing professional skills (time management, communication, public presentations, etc.).

As a result of the implementation of SNAU Strategies (current and previous), analysis of proposals of participants in the educational process, recommendations of stakeholders, the educational program was constantly improved. As a result of a constructive dialogue with the applicants, an educational program for 2022 was developed.

In formulating the goals and program results of the educational program for applicants, the interests and proposals of employers were taken into account, which concerned, in particular, the following issues: review the block of elective disciplines (add disciplines "Agricultural Policy", "Project Management", "Information Security and Data Protection"), increase the level of "applied skills" of graduates, enhance forms and methods of teaching "applied nature" by involving practitioners in teaching and training / formation of competencies in business English / German.

The proposals of other stakeholders concerned, in particular participation in various trainings, lectures, seminars or other events and improving internship programs for students.

10.2 Assessment

As far as the legal framework of quality assurance is concerned, the study program is conducted in accordance with the regulations and guidelines. For this purpose, the university has

a combination of internal and external quality management to offer the study programme in accordance with the ESG. The university has undergone institutional accreditation. The accreditation results are incorporated into the structuring of the University's business processes. Of particular importance is the cooperation with external stakeholders such as partner universities, graduates, industry and employers in order to gain impetus for continuous internal quality development.

Quality management ensures very well that the general quality assurance measures and instruments are constantly up-to-date and transparent. The university fulfils all obligatory aspects of external quality assurance: the different organisational units and levels are adequately in place and were explained in detail in the interviews with the HEI. Both internal and external quality assurance of the University's measures take into account all legal requirements and benefit from each other to advance the quality development of the study programme. External quality assurance extends to all necessary organisational levels such as financial operations and educational provision. The internal and external quality assurance mechanisms for the continuous development of the programme is well developed and the cyclical functioning of the programme's quality assessment is effective. The quality of the surveys and the processing of the results can be rated as very good. No specific problems in the cyclical external quality assurance were reported for the study programme.

The follow-up activities of the university's external quality assurance in preparing the next procedure are generally well thought out. The results of the external assessment and recognition of the quality of the study program (reports, expert opinions, etc.) are published on the university's website.

In conclusion, the coherence between external and internal quality assurances is well structured.

10.3 Conclusion

The criterion is **fulfilled**.

IV Recommendation to the Accreditation Commission of ACQUIN

1 **Assessment of compliance the Standards and Guidelines in the Higher European Area (ESG) in the actual official version**

The study programme “**Master course in Administrative Management**” (**Master of Administrative Management**) was assessed on the basis of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG) and the national or other relevant regulations.

The expert group concludes that the **ESG standards** 1.1 (Policy for quality assurance), 1.2 (Design and approval of programmes), 1.3 (Student-centred learning, teaching and assessment), 1.4 (Student admission, progression, recognition and certification), 1.5 (Teaching staff), 1.6 (Learning resources and student support), 1.7 (Information management), 1.8 (Public information), 1.9 (On-going monitoring and periodic review of programmes) and 1.10 (Cyclical external quality assurance) are fulfilled.

The assessment criteria are as follows:

Standard 1.1 Policy for quality assurance: Universities have a publicly accessible quality assurance strategy, which is part of their strategic management. This strategy is developed and implemented by internal stakeholder representatives through appropriate structures and processes, involving external stakeholders.

The criterion is **fulfilled**.

Standard 1.2 Design and approval of programmes: Universities have procedures for the design and approval of their courses. The courses are designed in such a way that their objectives, including the desired learning outcomes, can be achieved. The qualification obtained during a degree program is clearly defined and communicated; it refers to the corresponding level of the national qualifications framework for higher education and, consequently, the qualifications framework for the European Higher Education Area.

The criterion is **fulfilled**.

Standard 1.3 Student-centred learning, teaching and assessment: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **fulfilled**.

Standard 1.4 Student admission, progression, recognition and certification: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **fulfilled**.

Standard 1.5 Teaching staff: Universities ensure the competence of their teachers. They use fair and transparent procedures for the recruitment and further training of their employees.

The criterion is **fulfilled**.

Standard 1.6 Learning resources and student support: The university has adequate funding to finance study and teaching and ensure that there is always a sufficient and readily available range of learning and support available for their studies.

The criterion is **fulfilled**.

Standard 1.7 Information management: Universities ensure that they collect, analyze and use the relevant data relevant to the successful conduct of studies and other activities.

The criterion is **fulfilled**.

Standard 1.8 Public information: Universities publish easily understandable, correct, objective, up-to-date and well-accessible information about their activities and courses of study.

The criterion is **fulfilled**.

Standard 1.9 On-going monitoring and periodic review of programmes: Universities are constantly monitoring their courses and regularly reviewing them to ensure that they achieve the goals set and meet the needs of students and society. The tests lead to a continuous improvement of the courses. All affected parties will be informed about any measures planned or resulting from this.

The criterion is **fulfilled**.

Standard 1.10 Cyclical external quality assurance: Universities regularly undergo external quality assurance procedures in accordance with the ESG.

The criterion is **fulfilled**.

The peer-review experts note that the recommendations from the previous accreditation procedure have been adequately taken into account.

2 Accreditation Recommendation

The peer-review experts recommend an unconditional accreditation of the study programme **“Master course in Administrative Management” (Master of Administrative Management)** with the following **recommendations**:

1. Students' English language skills should be improved. Higher entrance requirements should be created with regard to English skills or students should be offered compulsory language courses to improve their English language skills.
2. Within the framework of the further development of the curriculum, current topics such as big data and digitalisation should be given greater consideration.
3. The same standards and uniform application procedures for teaching staff should prevail at all partner universities.
4. The English language skills of teaching and administrative staff should be improved and corresponding further training courses implemented.
5. Professional practice representatives should be consulted in an institutionalised way in curriculum development.
6. The HSWT should establish a good administrative infrastructure for all partner universities and create even more support services in general and during student mobility phases with a view to even better studyability.
7. In order to guarantee the implementation of the study programmes, the staff should also grow with the increasing number of students.
8. Better strategic communication activities should be developed to publicise the study offer in order to arouse the interest of potential applicants in the long term.
9. Standardised evaluation procedures should be introduced, in order to advance the quality assurance of the study programme and, if necessary, to be able to derive recommendations for action.

V Decisions of the Accreditation Commission of ACQUIN

Based on the evaluation report of the expert group and the statements of the Higher Education Institutions the Accreditation Commission of ACQUIN makes on the 09 May 2023 the following decisions unanimously:

The study programme “Master course in Administrative Management” (Master of Administrative Management) at the Sumy National Agrarian University is accredited without any conditions.

The accreditation is valid until 30. September 2029.

The following recommendations are given for the further development of the study programme:

- Students' English language skills should be improved. Higher entrance requirements should be created with regard to English skills or students should be offered compulsory language courses to improve their English language skills.
- Within the framework of the further development of the curriculum, current topics such as big data and digitalisation should be given greater consideration.
- The same standards and uniform application procedures for teaching staff should be prevailed at all partner universities.
- The English language skills of teaching and administrative staff should be improved and corresponding further training courses implemented.
- Professional practice representatives should be consulted in an institutionalised way in curriculum development.
- The HSWT should establish a good administrative infrastructure for all partner universities and create even more support services in general and during student mobility phases with a view to even better studyability.
- In order to guarantee the implementation of the study programmes, the staff should also grow with the increasing number of students.
- Better strategic communication activities should be developed to publicise the study offer in order to arouse the interest of potential applicants in the long term.
- Standardised evaluation procedures should be introduced, in order to advance the quality assurance of the study programme and, if necessary, to be able to derive recommendations for action.
- It is recommended to carry out further development of the internal quality assurance system by timely response to legislative changes, and by improving the coordination of measures to monitor the quality of the educational programme and educational activities at the University level.
- The expert group recommends involving students more in the work of the department in order to take their wishes and suggestions more into account when planning and implementing the educational process, selecting, reviewing and updating the educational programme.
- It is recommended to ensure the teaching of professional disciplines by a specialist with appropriate qualifications.