

Self-Assessment Report

cluster “Management”

KROK University

KROK Business School

Kyiv, Ukraine

2026

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Self-Assessment Report of KROK University, KROK Business School, Department of Management and Innovative Development

List of Study Programmes

to be Assessed:

Name of the Programme	Degree Awarded	ECTS Credits	Duration of the Programme	Type of Programme				
				Distance Learning	Full-Time	Part-Time	Teacher Training	Joint Programme
Master of Business Administration (MBA)	Master	90	1 year 4 months			+		
Master of Project and Process Management	Master	90	1 year 4 months			+		
Master of Mediation and Conflict Management	Master	90	1 year 4 months			+		

² Please mark with a cross.

Part 1: General Information on the Higher Education Institution

a) Core Facts and Figures

KROK University is one of the first private educational institutions in Ukraine, established 34 years ago, holding the highest (Level IV) accreditation. The University is a private legal entity, possessing separate property, its own symbols, and trademarks for goods and services. The organizational and legal form of the University is a limited liability company. The University is a private higher education institution that carries out educational and scientific activities in several fields of knowledge in accordance with the Constitution of Ukraine, the Laws of Ukraine “On Education,” “On Higher Education,” “On Scientific and Scientific-Technical Activities,” other legislative acts of Ukraine, and this Charter. Educational activities in the fields of higher education, professional pre-higher education, and vocational (vocational-technical) education are conducted by the University on the basis of licenses issued in accordance with the procedures established by the laws of Ukraine and resolutions of the Cabinet of Ministers of Ukraine. The University’s civil legal capacity consists of its rights and obligations in accordance with the Civil Code of Ukraine, the Commercial Code of Ukraine, the Laws of Ukraine “On Limited and Additional Liability Companies,” “On Education,” “On Higher Education,” and other legislative acts of Ukraine.

Since 2012, it has consistently ranked among the best according to the Consolidated Ranking of Ukrainian Universities, TOP-200 Ukraine (2015–2018, 2020), and FOCUS TOP-50 – based on employer evaluations (2017).

KROK University is a large educational corporation, with 13 departments working together toward a common goal. The key to the institution’s success lies in providing high-quality education and opportunities for professional, personal, and creative development – not only for students but also for other members of KROK family.

The mission of KROK University is: "To create a flexible and innovative educational system for training professionals, personal development, scientific research, and consulting, aligned with the demands of the information society, the needs of international and national labor markets, integrated into the global educational space, and oriented toward democratic values."

KROK University is a higher education institution that trains specialists in the following fields: Computer Science, Public Health, Social Work and Counseling, Finance, Banking, Insurance and Stock Market, Marketing, Economics and International Economic Relations, Journalism, Law, Psychology, Design, Management, Nursing, and Tourism and Recreation.

KROK University includes the following structural units: the Professional College of KROK University, the Department of Design, the Faculty of Law, the Department of Tourism, the Department of Journalism, the Department of Economics and Finance, the Educational and Scientific Institute of International Education, the Department of Marketing and Behavioral Economics, the Department of Management Technologies, the Educational and Scientific Institute of Security Management, the Educational and Scientific Institute of Information and Communication Technologies, the Educational and Scientific Institute of Psychology, the Educational and Scientific Institute of Medicine, and KROK Business School. The university also has a Postgraduate and Doctoral Studies Department. The university offers full-time, part-time, and distance learning formats of study programs at bachelor and master level.

In 2024-2025 Academic Year KROK University offers 16 bachelor's degree programs, 14 master's degree programs, 4 doctor's degree programs.

The admission process to KROK University and KROK Business School in particular is regulated by the [Admission Rules](#), which are reviewed and approved annually by the University's Academic Council.

Admission to Bachelor's Programs

At KROK University, educational activities are carried out in accordance with the license of the Ministry of Education and Science of Ukraine

Study for a bachelor's degree lasts 4 years and is carried out in full-time, part-time, and distance learning forms. Graduates receive a state diploma and can continue their studies for a master's degree.

In 2025, KROK University offers the following educational programs at bachelor's level:

Finance, banking, insurance and stock market	Organizational Psychology
Marketing	Extreme and Crisis Psychology
Economics	Law
Tourism	Environmental Design
Computer science	Graphic Design
UI/UX design and development	Journalism
Management	Nursing
Management (English language of instruction)	
International Business	

Admission to Master's Programs

Study for a Master's degree lasts 1 year 4 months (3 semesters) in full-time, part-time/distance learning forms (educational program "Public Health" - 2 years of study, 4 semesters). Graduates receive a state diploma and can continue their studies in postgraduate study. KROK University has a license to train foreign citizens. In 2025, KROK University offers the following educational programs:

LAW	AGILE TECHNOLOGIES IN PROJECT MANAGEMENT
PSYCHOLOGY	ORGANIZATIONAL MANAGEMENT
MARKETING	CRISIS MANAGEMENT
ECONOMICS	LOGISTICS MANAGEMENT
FINANCIAL ANALYSIS AND FINANCIAL MARKETS	BUSINESS ADMINISTRATION (MBA) - KROK Business school
ACTIVITIES FOR THE PROTECTION OF HUMAN RIGHTS AND SOCIAL JUSTICE	MEDIATION AND CONFLICT MANAGEMENT –KROK Business School
JOURNALISM	PROJECT AND PROCESS MANAGEMENT – KROK Business School

The goal of the master's programs of KROK Business School correlates with the main goal of the University's educational activities, which is reflected in clause 4.3, as "ensuring the training of highly qualified and competitive specialists with higher education, professional pre-higher education, professional (vocational) education in the national and international labor markets", as well as with the main tasks of the University (clause 3.1.11 "establishing international relations and conducting international activities in the field of education, science and culture").

Scientific activity at KROK University is a core component of its educational mission, aimed at integrating research, education, and industry within the higher education framework. It is governed by Ukrainian legislation and internal university regulations, including decisions of the Academic Council and Rector's orders.

Key elements of research activity include:

- Integration of educational content with research programs.
- Focus on fundamental and applied research to develop competitive technologies and materials.
- Development of educational standards and materials based on scientific advancements.
- Collaboration with national and international institutions to address complex scientific challenges.
- Active involvement of students and faculty in research and development projects.
- Planning and execution of research within faculty working hours.
- Engagement of leading scientists and experts in the educational process.
- Organization of scientific events such as seminars, conferences, competitions, and research projects.

The University hosts several scientific schools that conduct research, innovation, and patent activities. These schools foster multi-generational research teams working under the guidance of leading scholars on current scientific issues.

Annually, KROK University and KROK Business School organizes a research and practical conference, the main objectives of which are the following:

- Coordination of research activities across the University's departments;
- Professional development of the University's academic and teaching staff;
- Development of research skills and mastery of research methodology among degree seekers at all levels;
- Improvement of staff training quality for the University;
- Conducting scientific inquiries by combining research results with the experience of practical units;
- Strengthening international and national scientific cooperation with educational and research institutions in the academic field.

The organization of the scientific and practical conference is carried out in accordance with the [Regulation](#) approved by the Chairperson of the Academic Council of KROK University.

As of July 4, 2025, the University has 2,809 students enrolled across full-time, part-time, and distance learning programs.

KROK University has joined the number of international and national professional associations and networks such as:

The International Association for Management Development in Dynamic Societies ([CEEMAN](#)) since May 2018

The [International Independent Board](#) for LEAN Certification since November 2018

[Centre of Mediation and Law "PARASAT"](#), Kazakhstan, October, 2019

[Ukrainian Chamber of Commerce](#), October 2019

[Principles of Responsible Management Education](#) (PRME), 2020

[Mediators Association of Georgia](#), Memorandum of Cooperation in the field of mediation, May

2022

[National Association of Mediators](#), Memorandum of Cooperation, September 2022

Baltum Buroo, Estonia, Agreement on Cooperation for professional certification, January 2024

[EFMD](#) Global Network, full membership since June 2024

Association of Lawyer and Mediators of Ukraine, Memorandum of Cooperation, July, 2024

Inter-university consortium [European School of Sustainability Science and Research](#) (ESSSR), regular member since October 2024

The [World Council on Intercultural and Global Competence](#), since July 2025

[KROK Business School \(BSK\)](#) is authorized to represent the University in the organizations mentioned above. KROK Business School was founded in 2011 by one of the largest private universities in Ukraine - KROK University. KROK Business School, established in 2011, is a structural unit of KROK University, the higher educational institution. KROK Business School is a subdivision without the rights of a legal entity and reports to the rector of the University. The activities of KROK Business School are coordinated by the Regulations, the latest version of the Regulations was reviewed and approved by the founders of the University in September 2021. According to the Regulation, KROK Business School conducts its activities in accordance with the legislation of Ukraine, the University's charter, the decisions of the Academic Council, the rector's orders and other regulatory documents.

According to the Regulations on KROK Business School, the main purpose of creating the Business School is to identify and develop existing and new educational directions for the development of modern business, in which KROK Business School can be considered as one of the recognized leaders for positioning in the national and global spaces of business education. Business School acts and operates as an educational unit of the University, focused on training, improving the qualifications of employees of companies and organizations, helping to solve the problems of the business community and entrepreneurs.

KROK Business School approach is to seek synergies between the world's best management practices and a deep knowledge of modern national business practices. The mission of KROK Business School - We create the mindset of business leaders who are responsible for the future.

The values of KROK Business School are freedom and responsibility, breadth of perception and imagination, respect for oneself and respect for others. Life-Long Learning - such a simple and understandable approach cultivates KROK Business School. KROK Business School offers education

for managers interested in career growth, development in their professional sphere, for people wishing to change their profile of activities, for entrepreneurs interested in developing and growing their business.

In the centre of everything we do is a person and a professional development of managers at different stages of career. By creating modern academic and training programs for managers, executives, owners of small and medium-sized businesses, School applies a pragmatic and practical approach, uses the developments in functional areas of knowledge and the latest technological solutions.

KROK Business School is a place for educating and training adults, young managers and experienced professionals, and serves as a platform for meetings with outstanding people, governmental officials, international experts, recognized scientists, diplomats.

The activities of KROK Business School are carried out on the principles of self-sufficiency and self-financing. The main sources of financing the activities of KROK Business School are payment for the education of individuals and legal entities in master's programs, certification programs and payment for implemented projects in a corporate format. Only a small part of the income grants.

On October 20, 2025, total number of Master's level students of 2024-2026 and 2025-2027 academic year in KROK Business School is 71 students.

Programs Portfolio

KROK Business School offers programs developed for different categories of customers - top managers, business owners, line managers. The program portfolio is designed taking into account work experience, professional development needs, the scale of problems faced by clients and the size of the "purse". Specialty 073 "Management" was licensed in 2006. The educational programs submitted for accreditation meet the requirements of the existing Higher Education Standard, specialty 073 "Management", second (master's) level of higher education, field of knowledge 07 "Management and Administration". Current educational programs of specialty 073 "Management" were put into effect by the decision of the Academic Council, protocol No. 8 dated 04/24/2025.

There are several key areas of teaching:

Master's Programs:

- The Master of Business administration
- Master of Global Business management
- Master of Project and Programs Management
- Master of Mediation and Conflict Management

All master's programs are accredited by the Ministry of Education and Science of Ukraine in accordance to the National legislation. To facilitate the development of master's level programs, the [Department of Management and Innovative Development](#) as a structural part of KROK Business School was established on March 28, 2024.

The department is headed by the head of the Department, who is subordinate to the rector of the University, the Executive Director of KROK Business School, and vice-rectors of the University in accordance with the powers delegated to them. The head of the Department annually reports on its activities to the Faculty Council of KROK Business School. The main activities of the Department cover the following areas: educational activity: development and implementation of educational programs at Master's level, curriculum development, training plans, syllabus, instructional, research, organizational and international activity.

Certification programs

Medium-term certification programs are popular among professionals, young professionals, entrepreneurs or managers of functional areas. The advantage medium-term programs are to combine study and work, in a short period of time to obtain a set of necessary knowledge and develop the skills that are necessary for a manager or a specialist in a modern world.

KROK Business School offers:

- Mini MBA - for mid-level managers, owners and managers of small and medium-sized businesses.
- International Certification LEAN IIBLC® offering the opportunity to pass the qualification exam in three levels - green, black and red belt.

- Mediator's Basic Skills
- Executive HRM
- Creativity and Innovations

Trainings and seminars

KROK Business School offers managers and entrepreneurs to attend short-term one or two-day seminars, trainings, workshops. For the personal professional development of a manager, a whole range of programs is offered in such areas as management, strategy, sales, human resources management, emotional intelligence, communications, procurement and supply, lean manufacturing and others.

Corporate programs

Corporate programs are special projects developed for specific requests of companies-customers. Programs for companies help solve actual problems of a particular business, both at the level of individual teams, and at the level of the company as a whole. Among the Business School clients are such companies as NAYEK Energoatom, Dzhenterm, Metlife Ukraine, SEC Safety Hypermarket, Cheese Club, Dubnomoloko, KyivStar, PUMA Ukraine, ZeeLandia, Credit Agricole Bank others.

Organizational structure of KROK Business School looks like follows:

According to the Regulations on KROK Business School, the Executive Director serves as its head. The Executive Director of the Business School is responsible for the overall management of KROK Business School (BSK). The Executive Director is appointed by the Rector of the University from among the full-time employees of the University upon the recommendation of the President of the University.

Terms of reference of the Executive Director of the Business School include: Oversees the implementation of educational programs and curricula; bears responsibilities for the development of the program portfolio, as well as the creation and implementation of new educational directions and projects; organizes the work of research centers established within the business school, financial management, monitors the quality of teaching and the organization of academic activities; represents Business School in relations with governmental and other bodies, legal entities, and individuals; ensures occupational safety within the Business School;

The management and support of academic master's educational programs are carried out by the Dean, who is a full-time employee of the University and is appointed by the Rector upon the recommendation of the Executive Director.

Terms of Reference of the Dean of the Business School include:

Management of the educational activities of Business School and personal responsibility for fulfilling the tasks assigned to the Business School in the field of higher education at the master's level, for meeting licensing requirements for educational activities, and for the accreditation of educational programs.

Organization of academic, instructional and research work in accordance with the goals and objectives of the Business School, including selection of guarantors of educational programs.

Monitoring of the implementation of curricula of educational programs.

Dean is responsible for the development of the educational program portfolio, and for the creation and implementation of new educational directions and projects. Dean reports to the Executive Director.

The Department of Management and Innovative Development (hereinafter – the Department), which provides master's level higher education through several educational-professional programs within the specialty "Management", including the programs "Business Administration", "Project and Process Management", "Mediation and Conflict Management", and "Global Business Management" is a structural unit of Business School. The Department operates under a separate regulation that takes into account the provisions of this Regulation. The Department is headed by the Head of the Department, who reports directly to the Dean of the BSK.

[The Department of Management and Innovative Development](#) is part of KROK Business School.

Executive Director of KROK Business School is a member of the Academic Council of KROK University. Representative of KROK Business School have the right to submit issues related to various

activities to the Academic Council for consideration, and have the right to vote, just like the rest of the University's Academic Council members.

The Research activity at KROK Business School is carried out by the Department of Management and Innovative Development in accordance with the [Department's Regulations](#) (available on the official website). These regulations outline the main directions of the department's research activities.

Key Research Directions and Responsibilities include:

- Organization and training of highly qualified scientific personnel, including preparation of postgraduate and doctoral students, dissertation defense support, recommendations for admission to postgraduate and doctoral studies, preliminary approval of dissertation topics, preliminary certification of postgraduates, and recommendation of completed dissertations for defense.
- Conducting planned scientific research on university topics with preparation of scientific reports, publications in professional, popular science, and educational journals, and presentations at scientific and practical conferences.
- Discussion and nomination of candidates for academic and honorary titles.
- Organization and provision of conditions for conducting scientific work in the department's profile.
- Marketing and promotion of the department's scientific developments, implementation of research results in production, other practical fields, and integration into the educational process.
- Organizational support for the preparation and publication of scientific works (monographs, dictionaries, reference books, standards, scientific journals, articles, reports, etc.), certification of electronic publications, and expert review of R&D, abstracts, dissertations, scientific publications, and opposition of dissertations.
- Organization, conduct, and participation in national and university-level scientific seminars, conferences, and exhibitions.
- Effective use of the creative potential of faculty and researchers in addressing current issues in science, technology, and innovation.

In 2022, under the umbrella of the Alliance of Management Development Associations in Rising Economies, in which CEEMAN was at the moment in lead position, global research on hidden champions was launched. The research included countries of Central and Eastern Europe, South America, Africa and Asia. The research provided essential insights into the critical drivers of success, market leadership positions, competitive advantage, and core lessons learned on the road to business prosperity. It also addressed development needs in connection with management, financing and the regulatory environment. The research project was led by Professor Dr. Denis Berberović from the School of Economics and Business, University of Sarajevo. The team of KROK Business School researches consisted of Prof. Olexander Kalinin, Dr. Oksana Sedashova, Dr. Tetyana Kravchenko, joined the project in 2024 and submitted the chapter entitled “Hidden Champions Ukraine” based on the case study of “Building Guld of Ukraine LLC” Company which managed by Polina Ovcharova, MBA 2023 Alumni. The book published in early 2026 and presentation took place at the headquarters of the European Bank for Reconstruction and Development in London on 19 January 2026, where the results of joint work – the report on Hidden Champions - were presented to a wide audience of external stakeholders.

In March 2025, the Department of Management and Innovative Development at KROK Business School registered the research project “Resilience of Small and Medium-Sized Businesses” with the Ukrainian Institute of Scientific and Technical Expertise and Information (state registration number: [0125U002614](#)). The aim of this research is to identify the key factors contributing to the resilience of small and medium-sized enterprises (SMEs) in Ukraine and globally. It will also explore the role of business education in enhancing SME development and stability, the influence of innovation and creativity on business adaptability, the role of risk management in mitigating negative impacts, and the use of mediation as a strategy for conflict resolution. The research project “Resilience of Small and Medium-Sized Businesses” is scheduled to run from 2025 to 2028.

The Department of Management and Innovative Development at KROK Business School

actively fosters student engagement of Master's programs in research activity through a variety of structured initiatives and academic opportunities. The department's commitment to student research is reflected in the following key areas:

1. The courses "Research in modern management" and "Digital thinking for research" are included as a core course in the curriculum;
2. Involvement in Research Projects: Students are encouraged to participate in departmental and university-level research projects aligned with current scientific themes.
3. Mentorship and Supervision: Faculty members provide mentorship and supervision to students conducting research, writing academic papers, and preparing presentations for scholarly events.
4. Integration into the Educational Process: Research activities are embedded into coursework through research-based term papers, theses, case studies, and innovation projects.
5. Publication Opportunities: Students are supported in publishing their research in university journals, conference proceedings, and online academic platforms.
6. Access to Scientific Events: The department organizes and facilitates student participation in scientific seminars, workshops, roundtable discussions, national and university-level conferences.
7. Support Infrastructure: Students benefit from access to research tools and databases, guidance on methodology and academic writing, opportunities to join scientific clubs or interest groups.

To ensure effective allocation of human and instructional resources in fulfilling the core tasks of KROK Business School, research centers have been established, among them: the Center for Creativity and Innovation Research, the Entrepreneurship Center, the Mediation Center, and the Sustainable Development Center, among others. The heads of these centers are appointed by the Executive Director and report directly to her.

Historical Tour of KROK Business School

2011 marked the founding of KROK Business School by KROK University, initiating a new chapter in business education in Ukraine. That same year, the Master of Business Administration (MBA) program was launched, with the first cohort specializing in IT Management, setting the foundation for innovation-driven leadership.

2012 brought international expansion through a partnership with the Swiss Montreux Business School, enabling MBA students to pursue dual diplomas via remote learning. The Mini MBA program was also introduced, targeting managers, executives, and SME owners.

In 2014, BSK expanded its academic offerings with the launch of the General MBA and the International MBA programs, the latter offering a dual diploma in collaboration with the Swiss partner.

2015 saw the introduction of Executive Development Programs, including Sales Management, the School of Knowledge Management, the Academy of Procurement training, addressing the evolving needs of business professionals.

By 2016, BSK had earned national recognition, entering the Top 10 Business Schools in Ukraine according to New Voice. The following year, it climbed further, ranking among the Top 5 in Focus magazine's national listing.

In 2018, BSK launched the English-language Master of Global Business Management program and became the exclusive Ukrainian partner of IIBLC®, offering LEAN certification. The MBA Advisory Board was established, and the school joined CEEMAN, a global network for management development.

2019 was a year of strategic growth: BSK became a UniCert partner (Germany), joined the EU ERASMUS+ MEDIATS project, and launched the Master of Mediation and Conflict Resolution program.

In 2020, KROK Business School joined the World Week of Creativity and Innovation under the UN, signed a Memorandum of Cooperation with TM CIOneer to enhance the IT MBA specialization, and became a member of the Principles for Responsible Management Education (PRME) initiative.

2021 brought international acclaim as the Master of Global Business Management program ranked 20th in Eastern Europe in International Management by EdUniversal.

In 2022, the MBA program entered the Top 100 worldwide, ranking 69th globally in the Part-Time MBA category by EdUniversal. The Master of Project and Process Management program was also

launched.

2023 marked a milestone with the school becoming a full member of EFMD, a prestigious global association.

In 2024, BSK became a partner of Baltum Büroo OÜ for international certification and was honored with the Ukrainian Business Award as a “Leading Business School in the Field of MBA.”

2025 has been a year of distinction:

- KROK Business School was named “Business School of the Year”
- KROK Business School won the EFMD Excellence in Practice Silver Award in the Leadership Development category for the joint project with Credit Agricole Ukraine: “Managerial School for Bank Leaders Responsible for the Future”

b) Basic Information on the National Higher Education System

The central actors of the national higher education system are the Cabinet of Ministers of Ukraine, the Ministry of Education and Science of Ukraine and the National Agency for Quality Assurance in Higher Education. Educational activities in the field of higher education are carried out based on licenses issued by the licensing body designated by the Cabinet of Ministers of Ukraine in accordance with the legislation. The Ministry of Education and Science of Ukraine is the main body in the system of central executive bodies that ensures the formation and implementation of state policy in the field of education and science. The main responsibilities of the Ministry of Education and Science of Ukraine are to develop and approve educational standards; develop and approve conditions for admission to educational institutions; implement licensing of educational activities in the field of higher education; develop draft licensing conditions for the implementation of educational activities; state supervision (control), etc. The National Agency for Quality Assurance in Higher Education is a permanent collegial body. The National Agency for Quality Assurance in Higher Education has the following responsibilities: develops regulations on accreditation of educational programs and regulations on institutional accreditation of higher education institutions (HEI); analyses the quality of educational activities of higher education institutions; conducts institutional accreditation; carries out post-accreditation monitoring; conducts accreditation of educational programs that train higher education applicants, etc.

Most fundamental legal regulations impacting HEI

In educational activities, KROK University and KROK Business School are guided by the Constitution of Ukraine, the laws of Ukraine “On Education”, “On Higher Education”, “On Access to Public Information”, “On Scientific and Scientific-Technical Activities”, “On the Use of the English Language in Ukraine”, “On Prevention of Corruption”, other laws of Ukraine, Resolution of the Cabinet of Ministers of Ukraine “On Approval of the List of Fields of Knowledge and Specialties for the Training of Applicants for Higher Education” No. 266, Resolution of the Cabinet of Ministers of Ukraine “On Approval of the Licensing Conditions for the Implementation of Educational Activities of Educational Institutions” No. 1187, Resolution of the Cabinet of Ministers of Ukraine “On Approval of the National Qualifications Framework” No. 1341, Resolution of the Cabinet of Ministers of Ukraine “On Approval of the Regulations on the Procedure for the Implementation of the Right to Academic Mobility” No. 579, other subordinate acts of the Cabinet of Ministers of Ukraine, orders of the Ministry of Education and Science of Ukraine, acts of the National Agency for Quality Assurance in Higher Education, Standards and recommendations on quality assurance in the European Higher Education Area, the Statute of KROK University, the Regulations on KROK Business School, the [Regulations on the organization of the educational process at KROK University](#), the Regulations on the internal system of quality assurance of education and educational activities, the Regulations on academic mobility of students, scientific and pedagogical workers and administrative staff of KROK University, other internal organizational documents of KROK University and KROK Business School.

Degree of autonomy the HEI

Training at higher education levels is carried out according to educational programs of academic and professional orientation. Educational programs are developed and approved by KROK University independently, considering the requirements for the corresponding level of higher education established

by the legislation and standards of higher education for the levels of higher education within each specialty.

The rights of KROK University constitute the content of its autonomy and self-government, therefore, KROK University has the right (according to the Law of Ukraine “[On Higher Education](#)”):

- independently or together with other educational institutions, scientific institutions, enterprises, other legal entities to develop and implement educational programs within the scope of the license, determine the relevant specializations, subject specialties;
- independently determine the forms of obtaining education, forms of organizing the educational process and types of training sessions;
- choose the types of master's programs provided for by the International Standard Classification of Education;
- employ pedagogical, scientific, scientific-pedagogical and other employees; – form and approve its own staff list;
- recognize the results of studies obtained under higher education educational programs, the results of academic mobility;
- introduce rating evaluation;
- independently develop and implement its own programs of educational, artistic, scientific, scientific-technical and innovative activities;
- independently introduce specializations, subject specialties, determine the content and programs of educational components;
- award educational and professional qualifications to higher education applicants who have successfully passed the certification procedures provided for by law after completing studies under the relevant educational programs;
- establish its own forms of moral and material encouragement of participants in the educational process;
- establish standards for the number of students per position of scientific-pedagogical and scientific worker.

Issues concerning teaching and learning are decided upon at ministerial/governmental level

At the ministerial/governmental level, the following are determined (in accordance with the Law of Ukraine “[On Higher Education](#)”): – licensing conditions for conducting educational activities; – personnel requirements for employees who have a certain educational and/or professional qualification; – technological requirements for the availability of a certain material and technical base; – higher education standards that are common to all educational programs within the master's level of higher education (the amount of ECTS credits required to obtain the appropriate degree of higher education; the minimum amount of practical training for educational and professional programs; description of the subject area; educational requirements for persons who can begin studying under this program; list of mandatory graduate competencies; form of certification of higher education applicants; additional requirements and restrictions (if any) for interdisciplinary educational programs); – the procedure for certifying teaching staff of higher education institutions for assigning them qualification categories and teaching titles in accordance with the procedure established by law.

HEI location. European standards been implemented in the national higher education system

KROK University is in Ukraine, a member state of the European Higher Education Area. Ukraine has been a full participant in the Bologna Process since 2005, therefore KROK University uses the following opportunities of European standards:

- a three-level system of higher education (bachelor - master - doctor of philosophy) in accordance with the Copenhagen and Berlin decisions of the Bologna Process;
- the National Qualifications Framework of November 23, 2011, No. 1341, which is developed in accordance with European standards for ensuring the quality of education;
- the European Credit Transfer System (ECTS) as a single system for accounting for students' academic workload;
- standards and recommendations for quality assurance in the European Higher Education Area (ESG);

- the internal quality management system of KROK University is built on the principles of the ISO 9001:2015 standard;

- opportunities for expanding academic mobility through participation in the Erasmus+, Horizon Europe, and other international projects.

Ukraine recognizes certificates of accreditation of educational programs issued by foreign accreditation agencies or higher education quality assurance agencies, the list of which is approved by the Cabinet of Ministers of Ukraine. The current list of such agencies is approved by the Cabinet of Ministers of Ukraine dated July 10, 2019, No. 554-r based on the European Quality Assurance Register for Higher Education (EQAR).

Age of students usually enter third level education

The Master's degree is obtained at the second level of higher education and is awarded by a higher education institution upon the successful completion by the student of the relevant educational program, which comprises 90–120 ECTS credits for an educational-professional program. A person is entitled to obtain a master's degree if he or she has a bachelor's degree. The master's degree corresponds to level 7 of the National Qualifications Framework, the European Qualifications Framework for Lifelong Learning and the second cycle of the Qualifications Framework of the European Higher Education Area. Students enter the third level of higher education, which involves obtaining a Doctor of Philosophy (PhD) degree, after completing the second level, i.e. a master's degree. According to KROK University, the average age of students entering the third level of higher education is approximately 37 years old.

The general admission requirements

The [Rules for Admission to Higher Education at KROK University](#) are updated and approved by the decision of the Academic Council of KROK University annually. In 2025, the [Rules for Admission to Higher Education](#) were updated and published on the official website of KROK University. KROK University announces admission to higher education in accordance with the license for educational activities of the Ministry of Education and Science of Ukraine. For higher education at the master's degree, applicants are accepted based on a bachelor's degree or a master's degree (educational and qualification level of a specialist).

Application to the HEI

According to the [Admission Rules of KROK University](#), admission to all levels of higher education at KROK University is conducted on a competitive basis. Enrollment is carried out within the limits of the licensed capacity.

Admission to the Master's degree program based on a Bachelor's or Master's degree (or the educational-qualification level of Specialist) follows this sequence:

1. Registration of applications for participation in the Unified Entrance Exam (UEE) and the Unified Professional Entrance Test (UPET) (for holders of a Bachelor's degree); 1.1. Conducting the main and additional sessions of the UEE and UPET (for holders of a Bachelor's degree);
2. Registration of applications for participation in an interview instead of the UEE, and a professional exam instead of the UPET (for holders of a Master's degree); 2.1. Conducting interviews instead of the UEE, professional exams, professional exams instead of the UPET, and professional assessments (for holders of a Master's degree);
3. Registration of applicants' applications to the University;
4. Formation of applicants' ranking lists, issuing recommendations for enrollment, and publication of the list of recommended candidates;
5. Enrollment of applicants.

To submit applications electronically, individuals must register a personal electronic account in the Unified State Electronic Database on Education at <https://vstup.edbo.gov.ua> . The University establishes a consultation center at the Admission Committee to assist applicants with registering their personal electronic accounts and submitting applications online.

Registration for participation in the UEE and UPET, as well as the main and additional sessions of these exams, is conducted within the timeframes set by the Ministry of Education and Science of Ukraine, according to the schedule approved by the Ukrainian Center for Educational Quality

Assessment.

Competitive selection for admission to higher education degrees is carried out based on the results of the UEE, UPET, Unified State Qualification Exam, professional exam, professional assessment, interview, entrance exam for international applicants, and review of motivation letters.

For applicants submitting a document confirming a degree obtained abroad, the recognition and equivalence procedure is mandatory. This procedure is carried out in accordance with the Order of the Ministry of Education and Science of Ukraine dated May 5, 2015, No. 504 “Certain Issues of Recognition in Ukraine of Foreign Educational Documents,” registered with the Ministry of Justice of Ukraine on May 27, 2015, under No. 614/27059.

The University independently determines the minimum score threshold for entrance exams (competitive score) required for applicants to be eligible for competitive selection. The University forms ranking lists of applicants and issues recommendations for enrollment and then orders are issued by the University’s Rector based on the decision of the Admission Committee. These orders, along with their annexes, are generated in the Unified State Electronic Database on Education and published on the University’s website as a list of enrolled students within the established deadlines.

c) Governance, Management and Quality Assurance

The primary responsibility for the development, content, and quality of educational programs rest with the program guarantor (content leader). This is a full-time teaching staff member who is an expert in the relevant field and is responsible for ensuring that the program complies with higher education standards, labour market needs, and current trends. The guarantor initiates the creation and updating of the program, taking into account proposals from faculty members, students, and employers. Terms of Reference of guarantor – content leader of the program has been developed by KROK Business School administration and approved by Rector. The document outlining the Content-leader Terms of reference can be seen in [Appendices](#).

In accordance with the educational activity concept of KROK University and with the aim of continuously improving the content of educational programs, KROK Business School presents for public discussion the drafts of the updated educational-professional program of master’s level annually. Draft of the programs is available on KROK Business School website. Everyone who wishes to provide [comments and suggestions](#) regarding the content of the program is welcome to contribute in to the program development.

Key decisions regarding the approval and implementation of educational programs are made at the following levels:

- Academic Council of the University – the main collegial body that makes final decisions on the approval of new educational programs and amendments to existing ones.
- Rector of the University – approves the working curricula that specify the implementation of the educational program for each academic year.

The process of developing, monitoring, and improving educational programs at KROK University involves various internal and external stakeholders:

1. Rectorate and heads of structural units (institutes, faculties, departments) ensure the overall organization and control of the educational process, creating conditions for the effective implementation of programs. Departments play a central role in developing and updating programs within their specialization.
2. Faculty members directly involved in implementing the educational program participate in its development, propose changes to course content and teaching methods.
3. Students play a vital role in the internal quality assurance system. The University and Business School conducts regular surveys on teaching quality and program content. Student government representatives participate in Academic Council meetings and can submit proposals. Meetings between students, program guarantors, and administration are also held to discuss education quality.
4. Employers and partners collaborate with the University to align program content with current labour market demands. This interaction occurs through the Career Development Center, involvement of practitioners in teaching, joint events, and in some cases, through the Employer Council.

Their feedback and recommendations are considered during program updates.

5. Alumni provide feedback on their career paths and the relevance of acquired knowledge, which serves as a source of information for improving educational programs. [Advisory Board](#) consisting of alumni of master's program were created and Board members are actively involved in discussion related to program content and development.

6. Ministry of Education and Science of Ukraine, as the central executive authority, shapes state education policy and sets higher education standards for each specialty, which the University must follow during program development and licensing.

7. National Agency for Higher Education Quality Assurance is a key stakeholder responsible for program accreditation. National Agency for Higher Education Quality Assurance experts conduct thorough evaluations of each program for compliance with national standards and quality criteria. Successful accreditation confirms the program's quality at the national level.

8. Government bodies and local authorities – KROK University actively cooperates with various public institutions. For example, memorandums have been signed with the National Agency of Ukraine for Civil Service (affecting public administration programs), the Central Interregional Department of the Ministry of Justice (for law programs), and municipal enterprises such as the Kyiv City Education Agency. These bodies act as potential employers and partners in shaping programs tailored to public sector needs.

9. Professional associations and public organizations – Membership and cooperation with industry associations allow the University to integrate professional standards into educational programs. They may provide recommendations, involve experts, and support the recognition of graduates' qualifications in professional environments.

10. Local community – KROK University engages with the local community through social projects and city life participation. Although this influence is mostly indirect, community requests for specific educational services or socially responsible behavior may be considered in strategic planning.

11. International associations and networks – The University is a member of international educational associations such as CEE MAN (International Association for Management Development in Dynamic Societies) and EFMD (European Foundation for Management Development). Membership requires adherence to quality standards and promotes the integration of global best practices in management and business education.

12. Foreign partner universities – KROK offers dual degree programs with universities in Austria, the Netherlands, and Hungary. This means that educational programs are aligned with the requirements and quality standards of foreign partners and their national accreditation bodies, significantly enhancing their quality and international recognition.

13. International certification bodies – The University is certified under the international ISO 9001:2015 standard (Quality Management Systems). This confirms that the organization of the educational process and the provision of educational services meet recognized international standards, serving as a strong quality signal to all stakeholders.

14. International students – The presence of a significant number of international students encourages the University to adapt programs and services to international standards, provide instruction in foreign languages, and foster a multicultural environment, which also enhances overall education quality.

Formal approval of programs is the prerogative of the Academic Council, while the process of their creation and quality assurance is the result of joint efforts and dialogue among all participants in the educational process and external partners.

Student self-government at KROK University is a form of student participation in the management of the University based on the principles of legality, voluntariness, collegiality, openness, election and accountability of student self-government, equal rights of students to participate in student self-government and public initiative. Student self-government is carried out by students directly and through student self-government bodies, which are elected by direct secret ballot of students. In their activities, student self-government bodies are guided by the current legislation of Ukraine, the Statute of KROK University.

Student self-government bodies represent the interests of all University students regardless of race, political, religious or other beliefs, gender, ethnic or social origin, citizenship, financial status, place of

residence, language or other characteristics.

Student self-government bodies are independent of religious organizations, political parties, and movements.

Staff-Students Committee at KROK Business School

KROK Business School has implemented the following system of cooperation with the student community. Each group elects a group leader who serves as the “voice of the group.” The group leader communicates with the program administration on various organizational matters. Students create social media groups where they exchange opinions and information and share suggestions. The program administration responds promptly to requests and proposals.

Inclusive Learning Opportunities

The University has a specialized and detailed webpage titled “[Inclusive Learning and Accessibility of Education](#)” which effectively serves as a [document on this topic](#). This page demonstrates a systematic approach encompassing physical, digital, and social accessibility. KROK Business School recognizes diversity and inclusion as key success factors in modern education and business. KROK Business School has an approved [Equal Opportunities Policy](#), adopted by the decision of the Department of Management and Innovation Development of KROK Business School, KROK University, dated March 19, 2025 (Protocol No. 6).

The University's infrastructure is continuously being improved. It includes entrance ramps with safe inclines, tactile navigation elements, and specially equipped sanitary facilities.

Digital accessibility is one of the University's strongest assets. KROK actively utilizes its Moodle-based educational platform, integrated with Microsoft 365 cloud technologies, to create a technologically advanced and inclusive learning environment. The information on the website, especially regarding admission conditions, is developed in accordance with international accessibility standards WCAG 2.1.

The inclusion system goes beyond technology. It includes a broad network of human support, such as inclusion tutors, mentoring programs, and regular training sessions for students and faculty, all contributing to the creation of a “friendly environment.”

This practical focus on inclusion fully aligns with the national context, within which Ukraine is implementing projects to establish “student support centers” as a “step toward inclusive higher education.” KROK University’s actions can be seen as a proactive implementation of this national strategy at the institutional level.

Table 1. Digital Accessibility Tools and Functions at KROK University

Function / Tool	Description and Purpose	Platform
Screen Narrator (Narrator)	A built-in Windows tool that reads aloud text and interface elements for users with visual impairments.	Microsoft 365
Immersive Reader	Allows reading text aloud, changing fonts and background, and highlighting parts of speech, which assists users with dyslexia.	Microsoft 365
Alternative Text (Alt Text)	Provides text descriptions for images, allowing users with visual impairments to understand visual content.	Microsoft 365
Automatic Subtitles and Translation	Provides real-time subtitles during online presentations and broadcasts.	Microsoft 365 (PowerPoint, Teams)
Sign Language in Teams	Sign Language View mode that allows pinning a sign language interpreter’s video on the screen.	Microsoft 365 (Teams)
Accessibility Checker	A built-in tool that analyzes documents for compliance with accessibility standards and suggests corrections.	Microsoft 365 (Word, Excel, PowerPoint)

Voice Input (Dictation)	Allows users to dictate text instead of typing it on the keyboard.	Microsoft 365 (Word, Outlook)
Keyboard Navigation	Full support for controlling the interface without using a mouse.	Moodle, Microsoft 365
Responsive Design	The platform interface automatically adapts to the device screen size.	Moodle
Screen Readers Plugin	A special plugin for voice reading of on-screen content directly within the Moodle system.	Moodle

The University ensures the accessibility of information on “Special Admission Conditions” in accordance with the WCAG 2.1 standards. This demonstrates that the principles of inclusion are applied from the first moment of interaction with potential students.

The commitment to support continues throughout the period of study. This is implemented through the provision of ongoing assistance through the Student Office and the work of specialized inclusion tutors, which guarantees the support of students at all stages of their educational journey.

Internationalization strategy of KROK University

Priority of internalization of KROK University is stated in Declaration of KROK University, Mission of KROK University, Strategy and priorities for the development of educational, scientific and innovative activities of the University and Regulation on the academic mobility of KROK University. The goal of KROK University’s internationalization is the implementation of a set of activities aimed at:

- integration of HEI into the European and international educational space,
- improving the quality of higher education and scientific research,
- involvement of the world intellectual potential in the national educational process,
- increasing the University's recognition at the global level,
- personnel development,
- introduction of innovative methods of organization of educational process and scientific researches,
- increasing the number of foreign students at KROK University.

International Office is responsible for coordinating the incoming and outgoing mobilities, communicating with host HEIs, providing support to mobility participants, as well as application for grants. The Call for students’ mobility is announced twice a year. The selection of students by the Selection commission (consisting of representatives of International Office, faculty, Students’ Office, student council) is made on the basis of their academic performance, social activities, scientific work, language skills (level, required by receiving HEI) and motivation. KROK University annually nominates up to 20 students to partner HEIs within Erasmus+ KA171 project, DAAD, bilateral exchange, short-term mobility programs etc. The recognition of students’ mobility period is done on the basis of Learning agreement, transcript of records, ECTS.

The Call for staff mobility is announced upon the partner’s requests. The staff is selected on the basis of the following criteria: English language skills, scientific activity, results in professional activities, motivation, at least 1 year of working experience in KROK. The important factor for the candidates’ selection is consideration on what added value will mobility bring to professional development of candidate and KROK University itself. The final decision which is based on recommendation of the direct candidate’s chief is made by Rector. The recognition of mobility period is done as follows: part of staff member yearly work plan, included in annual performance assessment of staff member, as well as informal recognition by the management.

Incoming mobilities are quite rare due to the war in Ukraine, but here are several examples: an open lecture by Ms. Khrystyna Misievysh, a lecturer at the Department of Marketing at Kozminski University (Poland), who was on a teaching mobility at KROK University within the framework of the Erasmus+ KA171 [project](#), Workshop "[7 steps in mediation](#)" by Jan van Zwieten (The Netherlands) - the rector of the Netherlands Business Academy, mediator and coach with extensive experience, MBA

Students of KROK Business School [meet with Chisom Udeze](#), DEIB Consultant etc.

KROK University was co-coordinator and national coordinator of 4 Erasmus + CBHE projects (MEDIATS, INTERADIS, CLIMAN, COOPERA), currently Erasmus+ Virtual Exchange: The Art of Negotiation and Conflict Resolution (Mediation)/ArtNoConflict is running at KROK University. In 2025 the University is a part of consortium of CBHE project INSPIRE/Institutional Accreditation for Sustainable Progress, Innovation and Excellence of Ukrainian Higher Education System towards European Integration.

KROK University has quite good experience in implementation of Double Degree programs. KROK was among the first HEIs in Ukraine, which have started Double Degrees. Our first Double Degree BBA project with Netherlands Business Academy (the Netherlands) started in 1999. Double Degree programs with IMC Krems (Austria): BA in International Business, MA in Export Oriented Management, were active from 2008 till 2021. Also we had the DD program with Kodolanyi Janos University (Hungary) Bachelor in Tourism Management (2016-2022).

Official policy on quality assurance and quality development

KROK University and KROK Business School has a few regulations of the quality and development of the educational process. The main document is the [Regulations on the internal quality assurance system for education and educational activities](#) (2018). Additional documents that guarantee the quality of the educational process are Regulations on the organization of the educational process at KROK University, Regulations on the development, updating and review of educational programs, Regulations on the professional development of scientific and teaching staff etc. The relevant documents are posted at [KROK University website](#).

Quality cycles (PDCA cycles) that implemented

The University has a formalized, process-oriented system confirmed by ISO 9001:2015 certification which operates on the principle of continuous improvement. A critically important feature of the system is the presence of an effective feedback cycle, where data—especially from student surveys is systematically collected, analysed, and used to [implement specific improvements](#) in educational programs, which operates on the principle of continuous improvement. A critically important feature of the system is the presence of an effective feedback cycle, where data—especially from student surveys is systematically collected, analysed, and used to implement specific improvements in educational programs.

The University's commitment to quality is formalized through certification under the DSTU ISO 9001:2015 standard, which itself requires a process-based management approach.

The [Regulations on the Organization of the Educational Process at KROK University](#) outlines key procedures of the internal quality assurance system. Although the term “PDCA” (Plan-Do-Check-Act) is not explicitly used in the document, the described procedures fully correspond to this cycle:

Plan: Definition of quality assurance principles and procedures, periodic review of educational programs, ensuring the availability of necessary resources.

Do: The entire educational process, development of curricula, teaching activities.

Check: Annual evaluation of students and faculty, monitoring for academic plagiarism, ongoing and final knowledge assessments.

Act: Implementation of measures based on evaluations, professional development of staff, approval of updated educational programs.

Continuous improvement of the quality of teaching is one of the priority tasks of the Business School staff. Surveys of students across all programs are carried out in accordance with the procedures and regulations established by KROK Business School, within the framework of the university's overarching policy. The results of the survey of students on the program are confidential and cannot be used to restrict the rights of the participants in the survey or any other actions directed against students participating in the survey.

There are several types of student questionnaires, the purpose of which is to find out the opinion of students on different aspects of learning. This type of activity is important, as it helps to implement constant changes aimed at improving the quality of learning and the program itself. Monitoring and

evaluation of the quality of the educational process includes the following types of questionnaires:

Mid-term Training Course Quality Assessment

It is carried out for courses lasting at least 10 classroom hours, and after the teacher has read 15-25% of all classroom hours allocated for studying the course.

Final assessment of the quality of the training course

It is carried out at the end of the course and is held in the classroom at the last lesson according to the schedule.

Final assessment of the quality of the program

The questionnaire is carried out at the end of training, before receiving a diploma.

The results of the surveys of students are considered by the administration of the Business School. Assessment of teaching skills and quality of teaching applies to all instructors regardless of status and position. The summarized results are used by the management of the Business School to further develop the programs, incorporate innovations, and improve the resource base.

In addition to the standard formal feedback methods, students can express their opinion and comments on the quality of teaching, comments or wishes regarding the organization of the learning process to the management of the Business School in a free form during group meetings, individually, by e-mail or other means of communication. Suggestions for improving the quality of the educational process students can contact the program quality manager.

Verbal feedback can be provided by students to program manager or the Dean of the Business School to the whole group or individually to each student, depending on the situation and results.

Verbal feedback is also provided by the instructor to the entire group or, in some cases, individually to each student. As a rule, during the training module, the program manager organizes meetings with the group to discuss administrative issues, as well as meetings with the administration of the Business School to discuss changes to the course content, assessment methods, etc., if necessary.

Executive director has a meeting with students each semester and receives feedback on all aspects of the study process.

The results of student surveys are stored on OneDrive, which is accessible to the Business School management and program administrators.

The results of surveys ([example 1](#), [example 2](#), [example 3](#)) regarding learning and program quality are publicly available and published on KROK Business School website. These results are thoroughly analysed by KROK Business School management, discussed with faculty during meetings, and based on the analysis, changes are implemented into the curriculum.

Organization of the Educational Process and Learning Outcomes Assessment

The organization of the educational process and the assessment of learning outcomes are regulated by the [Regulations on the Organization of the Educational Process at KROK University](#) (Section 5, Clauses 5.14–5.17):

Various forms of assessment within educational components allow for a comprehensive evaluation of students' achievement of learning outcomes. To assess the achievement of program learning outcomes in master's programs, assessment measures are used, including ongoing and final assessments.

The forms of ongoing assessment and the grading system are defined in the syllabi for each course. Ongoing assessment methods used to evaluate students' academic performance include: oral and written quizzes, test assignments, case study analysis, presentation preparation, essay writing, individual tasks, and other formats.

Students are offered tasks of varying complexity levels, enabling a differentiated approach to assessment and determining the degree of achievement of program learning outcomes. Ongoing assessment is aimed at evaluating material covered in lectures, topics discussed in classes, and independent work assignments. The grading criteria for each course are clear and transparent, allowing for the evaluation of students' mastery of theoretical and practical material, acquisition of required competencies, and achievement of program learning outcomes. Each syllabus includes specific criteria for awarding points for different types of tasks. Final assessment is conducted to evaluate students' learning outcomes within the educational program. It includes: differentiated credits, examinations,

defense of the qualification thesis, which serves as a comprehensive result of the student's academic and research work in the specialty and demonstrates the ability to apply acquired knowledge in practice.

Information about approaches and policy in assessment is available in [Student's Handbook](#) (Ap.6.1,6.2,6.3).

Transparency of Assessment Methods and Grading Criteria

The clarity and transparency of assessment methods and grading criteria for student learning outcomes are ensured through the inclusion of relevant information in course syllabi, methodological guidelines for internships, and recommendations for preparing qualification theses. Each instructor explains the assessment procedures used to evaluate student knowledge.

All syllabi are published on the MOODLE platform, allowing every student to familiarize themselves with the criteria, rules, and procedures for assessing knowledge and skills. By completing various ongoing assessment tasks, students accumulate points that are later added to the scores from final assessments, examinations, or differentiated credits.

According to the [Regulations on the Organization of the Educational Process at KROK University](#), the cumulative grading scale at the University ranges from 0 to 100 points. The points earned by students through ongoing and final assessments are converted into the four-point national grading scale (excellent, good, satisfactory, unsatisfactory) and recorded in the electronic academic performance system and the individual study plan of each student.

Grades are displayed in students' personal accounts within Office 365. The correlation between the University's cumulative grading scale and the national four-point grading scale for higher education students is established in Clause 5.18 of the [Regulations on the Organization of the Educational Process at KROK University](#). Information regarding final assessments and certification formats is available to students through the educational program curriculum, course syllabi, class schedules, and the [Student's Handbook](#) (Ap.6.1,6.2,6.3).

Details about the academic calendar, the list of educational components studied during the current semester, and the forms of final assessment are communicated to students at the beginning of the semester during organizational meetings with the program administration.

Information about assessment formats and grading criteria for educational components is also provided by academic and teaching staff responsible for delivering the courses. At the start of each course, instructors conduct an introductory session, during which they explain the types of assessment, grading criteria, and specifics of each assessment format.

A [survey of MBA](#) students shows that 98% of respondents find the assessment formats and criteria clear and understandable.

Procedures for Development, Approval, Monitoring, and Periodic Review of Educational Programs

The procedures for the development, approval, monitoring, and periodic review of educational programs are regulated by the [Regulations on the Internal Quality Assurance System of Education and Educational Activities](#) and the [Regulations on the Development, Updating, and Review of Educational Programs at KROK University](#)

According to the Regulations on the Development, Updating, and Review of Educational Programs, the grounds for updating and reviewing educational programs may include:

- changes in the higher education standards for the relevant specialty or professional standards;
- changes in the University's development strategy or priorities;
- conclusions and suggestions from employers during the evaluation of the educational program;
- results of educational program quality assessment – including self-analysis, surveys of students, graduates, and employers, internal and external audits, and other procedures;
- recommendations from the National Agency for Higher Education Quality Assurance or independent quality assurance agencies;
- recommendations from members of KROK Business School Advisory Boards.

The updating of an educational program is initiated by the program guarantor. During the update

process, proposals from program developers, instructors involved in the educational process, employers, and students are also taken into account. Changes to the educational program are reviewed at a meeting of the graduating department of Management and Innovative Development and approved by the Academic Council. The latest update of the master's educational programs of KROK Business School took place in May 2025.

The procedure for discussion and updating of educational programs is conducted annually. The results of public discussions with external stakeholders, including members of the Advisory Boards (which include program alumni), as well as letters of support, are published on the University's website ([example 1](#), [example 2](#)).

Ensuring and continuous improvement of the quality of teaching is one of the priority tasks of the Business School staff. We strive to achieve a high level of quality of teaching and learning that will meet the requirements and expectations of the students of the program.

Most significant results of quality surveys conducted during the past few years:

Students Survey Results – Master of Business Administration

Based on the results of the survey of the MBA program, several key observations were made:

Course Sequencing: It was noted that foundational courses such as Strategic Management and Marketing should be taught during the first year of study. As a result, corresponding changes were made to the MBA program structure and the academic schedule for the 2024–2025 academic year.

Course Content Update: Another observation concerned the content of the course Research in Management, which did not sufficiently reflect the rapid digitalization of academic research, including the integration of artificial intelligence. The course content was revised to include topics related to the use of AI in research. An additional instructor was engaged to support this course, and the syllabus was updated accordingly

Student Survey Results – Project and Process Management Program

A recent survey of students enrolled in the "Project and Process Management" program revealed that 85% of respondents are satisfied with the course content, practical case studies, and instructors.

Key metrics:

- Project management effectiveness was rated at 4.5 out of 5.
- However, challenges were identified in the integration of digital tools, such as limited use of AI in processes.

The program outcomes indicate a high level of readiness for the labor market, with a strong focus on LEAN methodologies and the waterfall model.

Additional survey findings:

- 75% of students highlighted a strong emphasis on sustainability and ethics in project management.
- Lower ratings were given for infrastructure, particularly regarding access to modern tools for process modeling.

Conclusions: The program's strength lies in its effective development of practical skills that support the creation of new business projects and adaptability to challenges—such as the transition to online learning during wartime.

In response to student feedback, the Business School has implemented measures to allow students from regional areas to combine online learning with offline formats.

Recommendations for improvement include:

- Addressing the digitalization gap, specifically the limited integration of AI tools in the learning process.
- Expanding access to international partnerships, which is currently constrained by geopolitical circumstances—namely, the war and travel restrictions for men leaving the country.

Student Survey Results – Mediation and Conflict Management Program

The most significant results of surveys conducted among students and graduates of the Master's program "Mediation and Conflict Management" indicate high satisfaction with the relevance and practical focus of the curriculum, as well as the professional competence and engagement of the faculty. However, several areas for improvement were identified:

The need for more practical components and real-world mediation experience.

As a result, more practical exercises and simulations were included in the courses. For example, the pre-deployment internship was significantly modified, now featuring a field trip to practice mediator skills. We engaged experienced professionals – practicing mediators and our graduates – to conduct the internship.

A closer connection between theory and practical conflict management tools is needed.

The number of classroom hours for the course "Alternative Dispute Resolution. Mediation Procedure," which is one of the leading courses for preparing mediators for practical work, was increased.

Request for international experience and best practices.

The program updated its curriculum to include comparative aspects of international mediation, invited guest lecturers (Jan van Zwieten, Steve Alban Tineo), and promoted mobility through Erasmus+ (faculty regularly involve in professional development training at the Netherlands Business Academy).

Feedback on digital learning and blended formats.

Based on surveys conducted during and after the COVID-19 pandemic, the program improved its use of online platforms (Moodle, MS Teams), developed interactive digital materials, and provided hybrid access for working students.

d) Teaching Faculty, Resources and Infrastructure

Transparent selection of instructors is conducted through an open competition in accordance with the [Procedure for Competitive Selection and Appointment of Academic and Teaching Staff](#) at KROK University. Section 3 of this document outlines the Basic Qualification Requirements for Candidates for Vacant Academic Positions, specifically detailing the conditions for competitive selection for the positions of lecturer, senior lecturer, associate professor, and professor.

At KROK Business School, a specific requirement is the presence of practical experience in entrepreneurial and/or managerial activities across various business sectors. The Business School also incorporates demo teaching as an element of the faculty selection process.

The professionalism of academic and teaching staff is one of the key factors in ensuring the quality of higher education. At KROK University, personnel selection is carried out in accordance with the Procedure for Competitive Selection and Appointment of Academic and Teaching Staff at KROK University. The main qualification requirements for candidates are outlined in Section 3 of the Procedure for Competitive Selection and Appointment of Academic and Teaching Staff at the University.

When selecting candidates to teach in the Master of Business Administration (MBA) program, the following criteria are taken into account:

- possession of an academic degree;
- authorship of educational and methodological publications used in the learning process;
- scientific publications in the relevant field;
- practical experience in business;
- completed consulting projects;
- client recommendations.

The faculty of the Department of Management and Innovative Development meets licensing requirements and includes 9 lecturers employed on a full-time basis. The master's programs engages both academic staff with scientific degrees and/or academic titles, as well as qualified practitioners and experienced business trainers. Additionally, lecturers from foreign universities and guest professors are invited to ensure high-quality instruction within the educational program.

A specific requirement for lecturers of Business School is the presence of practical experience in entrepreneurial and/or managerial activities across various business sectors. The Business School also practices demo-teaching as an element of the lecturer selection process.

In addition to full-time lecturers, highly qualified trainers and instructors are involved in teaching within the programs. The qualification requirements for part-time teaching staff are the same as for full-time lecturers.

The number of qualified teaching staff with sufficient pedagogical experience covering all

subject areas is 28 individuals, of whom 9 work full-time, 14 are regular part-time staff, and 5 are invited foreign professors.

The proportion of teaching staff holding an academic doctoral degree is 74%.

During the 2022–2024 academic years, the following individuals were selected through competition for teaching positions in the Master's program in Mediation and Conflict Management: I. Horyslavska, O. Tiutun, and I. Okunev. Additionally, T. Mosiychuk was appointed as an associate professor in the Department of Management and Innovative Development, and D. Levchenko as a senior lecturer.

According to the [Regulations on the Professional Development of Scientific and Teaching Staff](#), the main components of professional development include advanced training and internships.

KROK University has established the [Department of Adult Education](#) responsible for continuous faculty development. Advanced training is carried out in accordance with the professional development program. Faculty members regularly participate in seminars, workshops, webinars, trainings, master classes, academic mobility programs, and scientific internships.

The university also organizes guest lectures by experts and professional development courses for instructors, such as "Stress Resilience and Prevention of Professional Burnout." Faculty members have completed training on topics including:

- "SMM in Education as a Superpower of Media Branding"
- "Digitalization of Education and Work Processes"
- "Emotional Intelligence", among others.

In 2025, as a part of cooperation with PRME, KROK Business School faculty members undergo training to obtain international I5 certification. In collaboration with the UP-University consortium of European universities, a joint professional development program for faculty is being developed, and mobility programs are being implemented within the Erasmus+ framework.

In 2023 Oksana Demchenko, one of MBA leading instructors took part in International Teachers Management Academy organized by CEEMAN. Oksana Sedashova, recipient of the EIT Red Kalyna Award 2024, Associate Professor at KROK Business School, and International Ambassador of Creativity in Ukraine, participated in a three-day study tour to Copenhagen, Denmark. The program was supported by EIT – European Institute of Innovation and Technology and EIT Jumpstarter under the auspices of the Ministry of Education and Science of Ukraine. The visit was facilitated by Climate-KIC – a leading European agency and community focused on climate innovation, catalyzing systemic change through innovation.

In June 2025, a partnership visit of representatives of KROK Business School (Oksana Sedashova, Diana Levchenko and Olga Karpova) to the Netherlands Business Academy took place within the ERASMUS+ KA 1 mobility program supported by the European Union, which significantly enhanced the internationalization of KROK Business School's activities and allowed to get information about the best practice in management education.

In October 2025, Dr. Tetyana Mosiychuk, dean, associate professor of KROK Business School participated in EFMD Strategic Leadership Programme for Dean.

Motivation and Recognition

Based on the results of the annual survey of students, academic and teaching staff, the university applies various methods of encouragement and motivation - ranging from recognition of outstanding lecturers to financial incentives.

Each year, during the student initiation ceremony, the best lecturers are awarded the "KROK Star" distinction. According to the faculty rating, top-performing lecturers are recognized with the following honors:

- Acknowledgment for many years of service and significant personal contribution to the development of KROK University
- Honorary Diploma for outstanding achievements in professional activities
- Distinction for personal merits to KROK University
- Badge of Honor for a significant personal contribution to the development of KROK University

- Award for project activities – “Best Project of the Year”

The [Procedure for Determining the Rating of Academic and Teaching Staff](#) at KROK University has been approved on March,27, 2019.

Infrastructure and Learning Environment of KROK Business School

To support the learning process for students of the master's programs at the University's Business School, classrooms 312, 309, 306, and 307 have been equipped with Epson multimedia devices, screens, computers/laptops. Additional classrooms, including Room 240 and Room 109-1, are also available to students.

There is continuous access to Wi-Fi, and the Microsoft Teams platform is actively used. The university also provides the technical capability for hybrid learning, allowing classes to be conducted both offline and online simultaneously.

The financial resources for implementing the Business School's educational programs are derived from the annual budget, which is formed through tuition fees, the University's development fund, and participation in international grant activities.

The University's Academic Library contains a sufficient amount of literature to support the educational process. The reading room offers an electronic catalog and open access to Wi-Fi. Educational and methodological content is hosted on the Moodle platform.

Faculty and students are provided with login credentials for access to corporate email, Microsoft Teams, and Moodle. Lecturers have access to the [Teacher's Personal Cabinet](#), while students can use the [Student's Personal Cabinet](#).

All university infrastructure is freely accessible to faculty and students. Through the pass system, all participants in the educational process who hold a KROK University pass have unrestricted access to the campus.

In March 2024, the University launched at KROK University e-Repository on the DSPACE platform – an open electronic archive of academic texts, scientific materials, and educational resources: <https://dspace.krok.edu.ua/home>.

For research activities, students and faculty have access to:

- Conference websites: <https://conf.krok.edu.ua/index/index/index/index>
- Scientific publication websites: <https://www.krok.edu.ua/ua/vidavnychy-diyalnist>

Student Access to Infrastructure and Inclusive Environment

The University is actively creating an inclusive environment for individuals with special educational needs, which requires certain infrastructure adaptations. A ramp has been constructed at the main entrance, along with slopes for unobstructed movement on the first floor, and a dedicated inclusive restroom equipped on the first floor. Students of KROK Business School have free access to the University's infrastructure to meet their educational needs and interests. Classrooms are furnished with transformable furniture and equipped with tools for visualizing educational content. Students have access to:

- the educational media laboratory
- video conferencing rooms
- the academic library
- the assembly hall
- information resources, including KROK Business School and KROK University websites
- electronic resources: <https://dspace.krok.edu.ua/home>
- the corporate educational environment “e-KROK”, which integrates Microsoft Office 365, the Moodle distance learning platform, and other University resources
- Wi-Fi access

In 2021, the University underwent an accessibility assessment of its premises for individuals with special educational needs. The conclusion is available on the website: <https://int.krok.edu.ua/en/about/regulatory-documents>

Students of the educational program can promptly contact the program coordinator, academic supervisors, program guarantor, head of department, and Business School administration. Each academic group is assigned a manager who administers and coordinates the learning process. Technical

support is provided by the University's Digitalization Department.

To ensure life safety and physical and mental well-being, the University maintains a pass system, a medical office, and complies with occupational safety standards. A certified shelter is available to protect participants in the educational process during air raid alerts.

The Educational and Practical Psychological Center "Step by KROK" operates on a permanent basis and offers psychological courses: <http://surl.li/rmgxfr>. Persons with special needs can exercise their right to education at the University by utilizing its information, communication, and educational resources, including the "e-KROK" corporate educational environment, which integrates Microsoft Office 365, Moodle, and other platforms.

The University has launched the project "[Distance Learning for People with Disabilities](#)".

KROK University views its material and technical base as a holistic and integrated environment that serves as a fundamental foundation for quality education and a mandatory condition for successful accreditation. The educational process is organized within a modern classroom infrastructure, which includes spacious lecture halls for large-group sessions and smaller seminar rooms for interactive learning. All these spaces are equipped with necessary multimedia tools, including projectors and audio systems, allowing instructors to visualize content, make lectures dynamic, and engage students in active discussion.

This physical space is complemented by a robust digital environment. Students have access to numerous computer labs equipped not only with standard office software but also with specialized licensed programs for modeling, programming, accounting, and data analysis. Additionally, the entire university campus is covered by a Wi-Fi network, giving students the freedom to use their own devices to access educational resources, cloud services, and communication tools from anywhere on campus.

An integral part of this educational environment is the library, which functions as a modern information hub. It combines a traditional print collection with thousands of textbooks and scientific publications and a digital portal that provides access to leading international scientometric databases such as Scopus and Web of Science. This enables students and faculty to conduct research at a global level and utilize the most up-to-date scientific information. The pinnacle of practical training is the network of specialized laboratories and training centers designed to bridge the gap between theory and practice. In units such as the forensic laboratory or legal clinic, students do not merely learn about their future profession – they immerse themselves in it, working with real equipment, analysing cases, and providing consultations under the guidance of experienced mentors. Thus, the entire infrastructure of the University is aimed at shaping well-rounded and competitive professional.

For those looking ahead to their future careers, the Career Development Center offers a full range of services – from assistance with resume writing and interview preparation to organizing job fairs and providing information on current internships. Expanding students' horizons, the International Cooperation Office provides guidance on academic exchange programs and dual degree opportunities, as well as support for international students.

Part 2: Description of the Study Programmes

MBA Programme

a) Profile and Intended Learning Outcomes

The Master of Business Administration (MBA) is a part-time educational-professional program (EPP) launched in 2011 by KROK Business School. It is designed for business owners, entrepreneurs, and top-level managers seeking advanced competencies in strategic and operational management.

The program corresponds to:

- Level 7 of the National Qualifications Framework of Ukraine,
- The European Qualifications Framework for Lifelong Learning (EQF),
- The second cycle of the Qualifications Framework of the European Higher Education Area (QF-EHEA, Dublin Descriptors),
- The Higher Education Standard for specialty 073 “Management”, approved by the Ministry of Education and Science of Ukraine (Order No. 959, July 10, 2019).

The [MBA Educational-Professional Program](#) (MBA EPP) (Ap.6.1) was developed in response to market demand for highly qualified professionals capable of navigating globalization, economic instability, and rapid change. It received accreditation from the Ministry of Education and Science of Ukraine (Certificate HI No. 1190886, valid until July 1, 2026).

The program’s goals focus on developing leadership, strategic thinking, and the ability to manage complex business systems under uncertainty. It aligns with the values and strategy of KROK Business School as an innovative and entrepreneurial institution.

The MBA remains a flagship program at KROK University, combining academic rigor with practical relevance, and is continuously updated in collaboration with stakeholders to ensure alignment with national and international standards.

Formulation of Intended Learning Outcomes (ILO)

The [MBA Educational-Professional Program](#) is designed to equip students with skills and competencies relevant to diverse sectors of the economy. The program reflects current labor market trends, where managerial roles such as “director,” “head,” and “manager” remain among the most in-demand positions, according to the National Qualifications Agency.

Given its broad applicability and absence of narrow sectoral or regional specialization, the MBA EPP prepares graduates for leadership roles across various industries and organizational types, including their own enterprises.

The Intended Learning Outcomes (ILO) are formulated at both the program and course levels. They are documented in the curriculum and syllabi, and aligned with:

- The Higher Education Standard of Ukraine for specialty D3 “Management”(prev. 073 till 2025) (Order No. 1625, November 19, 2024),
- The National Qualifications Framework (Cabinet of Ministers of Ukraine, Resolution No. 1341, November 23, 2011),
- The Qualifications Framework of the European Higher Education Area (Dublin Descriptors),
- International management education standards (EFMD, CEEMAN).

Stakeholder engagement plays a key role in shaping and refining the ILOs. Since 2018, the [MBA Advisory Board](#) – comprising alumni and industry representatives – has actively contributed to the evaluation and development of program content and teaching quality. External stakeholders, including the Ukrainian Association for Management Development and Business Education, the Kyiv Chamber of Commerce and Industry, and the League of Insurance Organizations of Ukraine, also participate in annual public discussions held each April.

The overarching goal of the [MBA EPP](#) is to prepare highly qualified professionals capable of strategic decision-making, innovation, and effective management in volatile and competitive environments.

ILO include:

LO1. Critically comprehend, select and use the necessary scientific, methodological and analytical tools for management in unpredictable conditions;

LO2. Identify problems in the organization and justify methods for solving them;

LO3. Design effective management systems for organizations;

LO4. Justify and manage projects, generate entrepreneurial ideas;

LO5. Plan the activities of the organization in strategic and tactical contexts;

LO6. Possess skills in making, justifying, and implementing managerial decisions under unpredictable conditions, taking into account the requirements of current legislation, ethical considerations and social responsibility;

LO7. Organize and carry out effective communications within the team, with representatives of different professional groups and in an international context;

LO8. Apply specialized software and information systems to solve organizational management problems;

LO9. Be able to communicate in professional and scientific circles in state and foreign languages;

LO10. Demonstrate leadership skills and ability to work in a team, interact with people, influence their behavior to solve professional problems;

LO11. Provide personal professional development and planning of your own time.

LO12. Be able to delegate authority and manage an organization (or its subdivision);

LO13. Be able to plan and implement informational, methodological, material, financial, and personnel support for an organization (or its subdivision)

Alignment with the Dublin Descriptors

The program learning outcomes align with the Dublin Descriptors for the second (master's) cycle, specifically:

- Specialized conceptual knowledge, including current scientific achievements in the field of management, forms the basis for original thinking and research. Critical reflection on problems within and across disciplines is ensured through educational components such as: “Managerial Economics,” “Business Legal Environment” “Strategic Management,” “Management in Organizations,” “Managerial Accounting and Financial Management.”

- Specialized skills for problem-solving, necessary for conducting research and/or engaging in innovative activities to develop new knowledge and procedures, are provided through courses such as: “Research in Modern Management,” “Marketing Management,” “Creative and Innovation Management,” “Project and Time Management.”

- Ability to integrate knowledge and solve complex problems in broad or multidisciplinary contexts is supported by components such as: “Strategic Management,” “Organizational Behavior,” “Creative and Innovation Management,” and the preparation of the master's qualification thesis.

- The ability to solve problems in new or unfamiliar environments with incomplete or limited information, considering social and ethical responsibility, is developed through: “Risk Management,” “Organizational Behavior,” and the master's qualification thesis.

- Communication and interpersonal skills for clearly conveying knowledge, conclusions, and arguments to both specialists and non-specialists are cultivated through: “Communication Management,” “Organizational Behavior,” “HR Management and Resilience.”

- Management of complex and unpredictable business processes requiring new strategic approaches is supported by: “Strategic Management,” “Risk Management,” “Project and Time Management.”

Employment as an Educational Goal

Employment of graduates is not a clearly defined goal of the Business School program, as it is designed for adults who are already employed or own their own businesses. Nevertheless, the program equips graduates with competencies that enable them to change or enhance their careers, start, develop, or transform their own businesses. The learning outcomes and educational-professional program are reviewed and updated annually based on recommendations from the Advisory Board, which includes alumni and business representatives, ensuring alignment with current labor market needs and career

development opportunities.

Development of Civic and Personal Competencies

The development of civic and personal competencies – the abilities, skills, and knowledge that enable Business School students to interact effectively with society, participate in public life, and realize their potential as individuals – is implemented through various educational components of the program.

The MBA program includes a systematic approach to personal development. Key competencies include:

- Ability for self-development, lifelong learning, and effective self-management – “Project and Time Management”
- Ability to create and organize effective communication in management processes – “Communication Management,” “Organizational Behavior”
- Ability to develop and demonstrate leadership qualities in managing people – “HR Management and Resilience ”
- Ability to conduct communication to reduce conflicts – “Communication Management”
- Ability to implement sustainable business strategies considering environmental and social aspects – “Strategic Management”
- Ability to apply creative approaches and design thinking to solve managerial tasks and create innovative products and services – “Creative and Innovation Management”

This type of education fosters the development of conscious leaders ready to contribute to the growth of civil society.

Professional Qualification and Employment Sectors

Graduates of the [MBA EPP](#) in Management may hold positions according to the professional job titles listed in the State Classifier of Professions DK003-2010:

- 14 – Managers of enterprises, institutions, organizations, and their subdivisions
- 1475.3 – Market research and public opinion managers
- 1475.4 – Commercial activity and management managers
- 1476.1 – Advertising managers
- 1477 – Personnel recruitment, provision, and utilization managers
- 149 – Managers in other types of economic activity
- 1493 – Quality systems managers
- 1499 – Managers in other types of economic activity not classified elsewhere
- 1210.1 – Director (head or other executive) of an enterprise

b) Structure and Content of the Study Programme

The procedure for developing, updating, and reviewing educational programs at KROK University is regulated by [the Regulation “On the Organization of the Educational Process at KROK University”](#), approved by Rector’s Order No. 55-4 dated June 25, 2024 and by the [Regulation approved by the Academic Council of KROK University](#) (Protocol No. 6 dated March 28, 2024) and enacted by Rector’s Order No. 28-11 dated March 28, 2024.

According to the Regulation, an educational or educational-professional program must comply with:

- The professional standard (if available),
- The higher education standard for the specific specialty according to the level of higher education at which the program is intended to be implemented,
- The standard of professional pre-tertiary education appropriate to the level of education.

If no higher education or pre-tertiary education standard is available, the educational/educational-professional program must be developed in accordance with the National Qualifications Framework.

The educational program must include:

1. The number of ECTS credits required to obtain the relevant degree of higher or pre-tertiary professional education.
2. Entry-level education requirements for candidates and expected learning outcomes.
3. A list of educational components and their logical sequence.

4. A list of mandatory competencies for graduates.
5. Normative content of student training, formulated in terms of learning outcomes.
6. Forms of attestation (assessment/certification) for students in higher or pre-tertiary professional education.
7. Requirements for educational program development in:
 - a. A single field of study,
 - b. Two fields of study or a group of specialties (for junior bachelor standards),
 - c. Interdisciplinary academic-scientific programs (for master's and PhD standards).
8. Requirements of professional standards (if available).

Additional Regulations

- Programs for specialties required to access regulated professions may include extra requirements regarding:
 - Structure and content of the educational program,
 - Graduate certification procedures in Management by Baltum Buroo system.
- Educational or educational-professional programs within the same specialty cannot be implemented solely through mandatory components.
- Such programs within one specialty must differ by at least 25% in terms of elective components.

The Master's program in Business Administration fully complies with the principles of the European Credit Transfer and Accumulation System (ECTS). Credits are awarded based on achieved learning outcomes, which are formulated for each educational component in accordance with the program learning outcomes (PLOs), and are measurable, relevant, and practice-oriented.

The educational program is structured in terms of total study time, consisting of three semesters over 1 year and 4 months. The MBA program is also content-structured, with interrelated educational components organized according to a specific logic of teaching and learning. This primarily applies to components that serve as prerequisites for others, ensuring that topics are not repeated. In the first and second semesters, students study business fundamentals – fixed mandatory core courses that provide management and business foundations, analytics, and professional development. The elective block, which complements the program and builds an individual learning trajectory for each student, begins in the second semester and continues into the third.

For students involved in shaping IT strategies for companies, managers, and executives in information and communication services, there is an option to obtain an MBA with an IT specialization. The provider of specialized IT components is the international company CIONEER. In the third semester, students also complete pre-graduation practice and prepare their qualification thesis. The combination of mandatory and elective components ensures the achievement of the program learning outcomes.

Total Program Volume and Credits for Educational Components

The total volume of the program is 90 ECTS credits, including:

- 67 ECTS – mandatory educational components
- 23 ECTS – elective courses

Mandatory educational components include for MBA program (2024-2026 Academic Years):

- Project and Time Management – 3 ECTS
- Managerial Economics – 3 ECTS
- Marketing Management – 3 ECTS
- Management in Organizations – 3 ECTS
- Strategic Management – 3 ECTS
- Business Legal Environment – 3 ECTS
- Communicative Management – 4 ECTS
- Risk Management – 3 ECTS
- Organizational Behavior – 3 ECTS
- Research in Modern Management – 3 ECTS

- Managerial Accounting and Financial Management – 7 ECTS
- Creative and Innovative Management –3 ECTS
- HR Management and Resilience – 3 ECTS
- Internship and Qualification Thesis – 23 ECTS

According to the [Regulation on the Procedure and Conditions for Selecting Educational Components by Students of KROK University](#), approved by the Academic Council on December 26, 2024 the curriculum consists of two parts – mandatory and elective. The elective part must constitute at least 25% of the total ECTS credits provided by the program. It is designed to individualize learning and meet the educational and qualification needs of the student, while also reflecting the University’s traditions and regional demands.

Elective components may be studied at KROK University or other higher education institutions (including international ones), in accordance with the academic mobility rights of participants in the educational process. Based on the defined goals, students may choose:

- A specialized block of educational components – “additional specialty, specialization, or professional focus,” which includes professional courses aimed at preparing competitive specialists
- Courses from the catalog based on personal interests and future professional goals

The list of elective components is formed by the Department of Management and Innovative Development. The volume and content of these components, aimed at expanding and deepening specialized competencies, must consider the structural and logical scheme of mandatory components, the number of credits, and control points per semester as defined in the curriculum.

Elective Educational Components Offered for 2024–2026 Academic Years:

- Investments, Financial Instruments, Crypto Assets
- Digital Marketing
- Business Analytics
- Public Speaking Mastery
- International Business
- Personal Business Effectiveness
- Negotiation Skills
- Design Thinking
- Procurement and Supplier Management
- Leadership

Students of the MBA program select elective components from the approved course catalog in the University’s Moodle system (or via Office 365 forms). The selection is confirmed by marking the field “My choice is final,” which is considered an official application for studying the selected elective components.

Achieving Intended Learning Outcomes Within the Allocated Time

The program is structured to optimally combine theory and practice, ensure progressive competency development, and achieve all ILOs within 1 year and 4 months of study (for both full-time and part-time formats). All educational components are aligned with the program learning outcomes and logically sequenced over time to support consistent professional growth.

According to the curriculum, educational components are distributed across semesters as follows:

1 semester	2 semester	3 semester
Project Management and Time Management	Communicative Management	Creative and Innovative Management
Managerial Economics	Risk Management	3 Elective Courses
Marketing Management	Organizational Behavior	Internship
Strategic Management	Research in Modern Management	Thesis Defense

Business Legal Environment	Managerial Accounting and Financial Management (Part II)
Managerial Accounting and Financial Management (Part I)	HR Management and Resilience
Management of organization	2 Elective Courses

Alignment of Program Content with the Qualifications Framework of the EHEA (Dublin Descriptors)

The content of the program corresponds to the second cycle of higher education (Master's level) in accordance with the Dublin Descriptors. Specifically, the program provides deep, systemic knowledge in strategic management, financial management, organizational management, and people management. Learning begins with an in-depth understanding of the fundamentals of business, the external environment, factors and risks that a business leader must be able to analyse. This is followed by advanced analysis of all functional areas of business management, the characteristics and patterns of human behavior in organizations, and the development of key skills for managing both individual behavior and collective activity.

Almost every educational component develops the ability to independently solve problems and make decisions in complex situations:

- “Project and Time Management” teaches how to apply theoretical knowledge to plan, execute, and control projects.
- “Risk Management” enables students to analyse and minimize potential threats, which is a key practical skill.
- “Managerial Accounting and Financial Management” supports decision-making regarding investments under uncertainty.

The program includes a dedicated course “Research in Modern Management”, which develops data analysis skills and the use of scientific methods to solve real managerial tasks. Starting in 2025, this course includes skills in using AI for research and solving various business challenges.

Critical thinking and decision-making in complex situations are developed through components such as:

- “Organizational Behavior” and “HR Management and Resilience”, which teach students to assess team-related situations and make ethical and socially responsible decisions.
- “Strategic Management”, which requires students to analyse multiple factors and draw conclusions for strategy development.

Communication Skills

Effective communication is another important aspect developed by the program. In most courses, students work in small groups on practical cases and assignments, which typically culminate in presentations. Additionally, the program includes the course “Communication Management”, which is directly focused on developing verbal and non-verbal communication skills, negotiation, and presentation techniques.

Teaching Methods

The acquisition of soft skills is the “circulatory system” of learning in the MBA EPP, thanks to the use of training-based teaching technologies during classroom sessions and beyond (team assignments as part of independent work), discussions, and self-reflections. The format and content are tailored to the specifics of adult education for business owners and executives.

A wide range of modern teaching methods is applied, including:

- Lectures and interactive mini-lectures
- Practical sessions, simulations, case studies
- Thematic seminars, trainings, facilitated discussions
- Business games with subsequent analysis

- Online learning (via Moodle, Zoom, Teams) with interactive tools
- Teamwork: group projects
- Research using AI (where appropriate), internships, preparation and defense of the qualification thesis

Role of Research in the Program

Learning in the MBA EPP involves the development of research skills, as reflected in the ILOs - particularly the ability to demonstrate skills in situation analysis, information search, collection and analysis, calculation of indicators to justify managerial, innovation, and investment decisions. Students learn to work with databases, analyse statistical data, and apply AI tools in research.

The development of analytical and critical thinking fosters strategic thinking. Through individual and group projects, internship reports, and the qualification thesis, students conduct research within their chosen topic or analyse the activities of the company where they interned or based on an individual assignment from their internship supervisor.

The qualification thesis must include an analytical section (based on company examples) and practical recommendations from the student. A mandatory requirement for awarding the Master's degree is the presence of published articles or conference abstracts, as well as public presentation at conferences, roundtables, and workshops.

MBA students participated in the VI International Conference held at KROK University: "State, Regions, Entrepreneurship: Informational, Socio-Legal, and Socio-Economic Aspects of Development" on December 5, 2024. Research presented at the conference addressed topics such as sustainable development in Ukraine, business resilience under wartime conditions, and innovation in business processes. Examples include:

- Dasha Bohomolenko: "Staff Shortage in Ukraine and Inclusive Approaches to Enhancing Business Productivity"
- Dmytro Romasenko: "Assessment of Business Process Management Efficiency in Real Estate under Current Challenges"
- Serhii Lozynskyi: "Research on Competitive Advantages of Pharmacy Chains in Ukraine"

On September 27, 2025, students of KROK Business School presented their research at the scientific and practical conference "[Leadership, Business Processes and Sustainable Future](#)". Their work is publicly available.

The Research Component Is a Key Element of the Program

It includes:

- Mandatory course "Research in Modern Management" with a module on Digital Thinking, covering methodology, research design, and project preparation
- Pre-graduation internship (5 weeks) with analysis of real business cases
- Preparation of a Master's qualification thesis with a clearly applied focus
- Individual supervision by a research advisor and defense with external experts
- Public presentation of results at national and international conferences

International Component of the Program

The MBA program integrates international perspectives following levels:

- Knowledge and critical awareness of global concepts in innovative management technologies, risk management, digital monitoring, leadership, and organizational consulting.
- Exchange of information and study of EFMD, PRME, CEEMAN materials for further incorporation into course content.
- Guest speakers with practical experience in international business and cross-cultural communication, including: Prof. Jan van Zwieten, Dr.h.c. RI, RA, RO, IRM, registered mediator, founder and rector of the Netherlands Business Academy; Prof. Steve Alban Tineo, founder and CEO of Assertive Group and The Great Dragon Group, PhD in Global Leadership & Strategy, DBA in Quality Management, Prof. Miguel Cordova, PhD in Strategic Management and Sustainability at the Department of Management and Leadership, Business School, at Tecnologico de Monterrey, Mexico.

- Regular professional development of faculty at various institutions and projects, including: The Netherlands Business Academy under the Erasmus+ KA171 Programme (2025); European Reform University Alliance (ERUA) Special Session “Towards an Academic Innovation Laboratory: Consolidating innovative methods,” held within the XI Ibero-American Conference on Educational Innovation in ICT and EdTech, Las Palmas de Gran Canaria, Spain, November 2024 (ERUA, ULPGC, ATETIC); conference “Innovating Business Education for Responsible Global Minds” (Maastricht, Netherlands), as part of the international ERASMUS+ project IBE-RE-GLO-MI.

- Master’s theses based on practical cases in international business. For example: “Export Strategy for Entering the Eastern European Market by a Ukrainian Company (Case of the Agricultural Sector)” by Nataliia Akulova.

- Details about international opportunities for higher education students at the Business School are provided through its membership in EFMD (European Foundation for Management Development) and CEEMAN (Central and Eastern European Management Development Association), as well as its affiliation with PRME and ESSSR, which are also internationalization networks. Students primarily take advantage of online learning opportunities to engage with foreign instructors invited by the Business School.

Mobility and Internships

The activities of KROK Business School related to organizing academic mobility for students, academic staff, and administrative personnel are regulated by the [Regulation approved by the Academic Council of KROK University](#) (Protocol No. 6 dated March 28, 2024):

Mobility windows are provided for:

- Participation in international scientific-practical conferences and other events;
- Academic mobility – opportunities for internships at partner organizations abroad;
- Recognition of learning outcomes under inter-university agreements.

KROK Business School maintains strategic partnerships with the number of foreign institutions and business schools, recognized institutions in the field of business administration education. For instance, under the Memorandum of Cooperation with SSBM, the Netherlands Business Academy, Kozminsky University, ISC Paris and others, students enrolled in KROK Business School’s master’s programs may participate in academic mobility initiatives, knowledge exchange, joint project development, and collaborative program activities.

During wartime, the actual use of academic mobility programs is limited due to security concerns and travel restrictions for many categories of citizens based on age, profession, and position.

Recognition of Credits / Prior Learning

The University operates under the Regulation on the Recognition of Learning Outcomes Achieved through Formal, Non-Formal, and Informal Education (Temporary Regulation on the Procedure for Recognition of Learning Outcomes Achieved in Non-Formal and Informal Education, Rector’s Order No. 28-14 dated March 28, 2024).

This allows students to:

- Recognize previously completed courses if they align with the curriculum;
- Transfer academic mobility credits;
- Build an individual learning trajectory.

Credit transfer may be carried out through the reallocation of credits earned in other educational programs and recognition of non-formal and informal learning outcomes.

Reallocation of credits earned in other programs is conducted by the head of the academic unit based on documents confirming prior education (e.g., diploma supplement, academic transcript, certificate of professional development), extracts from the academic record (in case of simultaneous study in multiple programs), or ECTS academic transcript.

The procedure for credit transfer in cases of recognition of non-formal and informal learning outcomes is defined by the relevant [Regulation](#).

c) Student Learning and Assessment

General Didactic Approach

The learning process within the Master of Business Administration program is based on the principles of andragogy, interdisciplinarity, practical orientation, and reflective learning. The core pedagogical paradigm is a student-centered approach, which:

- Respects individual learning trajectories;
- Encourages active student engagement in the learning process;
- Aims to develop independence and critical thinking;
- Ensures knowledge transfer into practice through case studies, discussions, and individual or group projects.

Classes are conducted in groups up to 15–20 students, allowing for interactive dialogue, practical simulations, and continuous feedback.

The subject area of the MBA EPP includes managerial economics, management, business strategy, process management, leadership, self-management and people management, and business development. The content of the educational-professional program, which emphasizes practical preparation for solving transformation tasks and ensuring competitiveness and profitability of companies under uncertainty, is designed using a comprehensive approach that covers the subject area from multiple perspectives.

The content and structure of the mandatory educational components are focused on combining theoretical conceptualization, skill development, and learning through research and experience. For example, the course Management of organization involves research on the readiness of Ukrainian companies to maintain future-oriented organizational strategies and overcome the destructive consequences of war using problem-based learning methods.

The core of professional training is formed by both mandatory and elective components. For instance, the Business Model course guides students in creating their own business models using Experiential Learning methods. The courses HR Management and Organizational Behaviour involve studying models and tools for designing organizational development through group work with case studies and interviews. The Leadership course is characterized by experiential learning – learning through practice and case work.

Organization of the Educational Process and Learning Outcomes Assessment

The organization of the educational process and the assessment of learning outcomes are regulated by the [Regulations on the Organization of the Educational Process](#) at KROK University (Section 5, Clauses 5.14–5.17).

Various forms of assessment within educational components allow for a comprehensive evaluation of students' achievement of learning outcomes. To assess the achievement of program learning outcomes in master's programs, assessment measures are used, including ongoing and final assessments.

The forms of ongoing assessment and the grading system are defined in the syllabus for each course. Ongoing assessment methods used to evaluate students' academic performance include: written quizzes, test assignments, case study analysis, presentation preparation, essay writing, individual tasks, and other formats.

Students are offered tasks of varying complexity levels, enabling a differentiated approach to assessment and determining the degree of achievement of program learning outcomes. Ongoing assessment is aimed at evaluating material covered in lectures, topics discussed in classes, and independent work assignments. The grading criteria for each course are clear and transparent, allowing for the evaluation of students' mastery of theoretical and practical material, acquisition of required competencies, and achievement of program learning outcomes. Each syllabus includes specific criteria for awarding points for different types of tasks. Final assessment is conducted to evaluate students' learning outcomes within the educational program. It includes: differentiated credits, examinations, defense of the qualification thesis, which serves as a comprehensive result of the student's academic and research work in the specialty and demonstrates the ability to apply acquired knowledge in practice.

Information about approaches and policy in assessment is available in [Student's Handbook](#) (Ap.6.1).

Transparency of Assessment Methods and Grading Criteria

The clarity and transparency of assessment methods and grading criteria for student learning outcomes are ensured through the inclusion of relevant information in course syllabus, methodological guidelines for internships, and recommendations for preparing qualification theses. Each instructor explains the assessment procedures used to evaluate student knowledge.

All syllabus are published on the MOODLE platform, allowing every student to familiarize themselves with the criteria, rules, and procedures for assessing knowledge and skills. By completing various ongoing assessment tasks, students accumulate points that are later added to the scores from final assessments, examinations, or differentiated credits.

According to the [Regulations on the Organization of the Educational Process](#) at KROK University, the cumulative grading scale at the University ranges from 0 to 100 points. The points earned by students through ongoing and final assessments are converted into the four-point national grading scale (excellent, good, satisfactory, unsatisfactory) and recorded in the electronic academic performance system and the individual study plan of each student.

Grades are displayed in students' personal accounts within Office 365.

The correlation between the University's cumulative grading scale and the national four-point grading scale for higher education students is established in Clause 5.18 of the [Regulations on the Organization of the Educational Process](#).

Information regarding final assessments and certification formats is available for students through the educational program curriculum, course syllabus, class schedule, and the [Student Handbook](#) (Ap.6.1).

Details about the academic calendar, the list of educational components studied during the current semester, and the forms of final assessment are communicated to students at the beginning of the semester during organizational meetings with the program administration.

Information about assessment formats and grading criteria for educational components is also provided by academic and teaching staff responsible for delivering the courses. At the start of each course, instructors conduct an introductory session, during which they explain the types of assessment, grading criteria, and specifics of each assessment format.

A [survey of MBA](#) students shows that 98% of respondents find the assessment formats and criteria clear and understandable.

Assessment Methods and Their Connection to Learning Approaches

The MBA EPP is designed for business owners and executives who generate new knowledge and acquire skills to transform their businesses in response to strategic challenges. The program's competitiveness is driven by its uniqueness, which is based on:

- The application of best practices in global and Ukrainian business education;
- Professional use of the case method as an interactive learning technology;
- A project-oriented approach to in-class and out-of-class assignments;
- A strong practical focus in the preparation of the qualification thesis;
- Flexibility in forming a personalized learning trajectory;
- The opportunity to study selected components in English (including through guest lecturers);
- The development of professional networking (during and after the program);
- The enhancement of soft skills through numerous trainings, business collaborations, and business tours – all supported by the Business School, which has upheld European values and approaches while fostering an open and responsible business community in Ukraine for over 15 years.

Assessment methods are closely linked to learning formats and reflect a competency-based approach. They include:

- Tests, essays, participation in discussions, business games, team assignments;
- Pass/fail evaluations, exams, presentations, final case analyses;
- Qualification thesis assessment: public defense, reviews, and practical relevance.

Assessment is conducted in accordance with the Intended Learning Outcomes (ILO) of each course, with clear criteria outlined in the syllabus.

The responsibility for assessing the knowledge of the course rests with the course teacher. The

faculty assesses students' knowledge in accordance with the requirements of the program and according to the expected learning outcomes determines the forms of knowledge control, is responsible for the reparation of exam questions and decides on the most effective methods used to assess students' knowledge. The teacher describes the requirements for the system of assessment of knowledge in the course program (Course Outline) for each discipline studied in accordance with the curriculum and indicates the quantitative indicators (specific weight) of each component in the overall final assessment.

The teacher is obliged to inform students about the system of assessment of knowledge before starting the course. Exams are scheduled with clearly defined time, location, and duration. They may be written, oral, group or individual projects, case studies, or other formats established in accordance with academic policy. Students are required to meet the deadlines set by the instructor for exam submissions.

Confirmation of Learning Outcomes Achievement

Assessment formats correspond to the nature of each learning outcome:

- Knowledge – assessed through written assignments, tests, oral responses;
- Skills – assessed through simulations, practical exercises, and small group projects;
- Competencies – assessed through project work, group interaction, negotiation exercises, and the qualification thesis.

Students receive feedback from instructors through individual consultations, discussions, and reviews of written work.

Grading System

The grading scale below is used to assess student performance in the Master of Business Administration program and aligns with the international grading system. Grades are assigned for all courses. Based on the decision of Academic Council of KROK University dated June 26, 2025 new assessment scale came in the force since September 1, 2025.

Numerical value of the assessment	%	Descriptive characteristic of the assessment
5.0	90-100	Excellent
4.0	75-89	Good
3.0	60-74	Satisfactory
2.0	1-59	Fail

Procedures for Development, Approval, Monitoring, and Periodic Review of Educational Programs

The procedures for the development, approval, monitoring, and periodic review of educational programs are regulated by the [Regulations on the Internal Quality Assurance System of Education and Educational Activities](#) and the [Regulations on the Development, Updating, and Review of Educational Programs at KROK University](#). According to the Regulations on the Development, Updating, and Review of Educational Programs, the grounds for updating and reviewing educational programs may include:

- changes in the higher education standards for the relevant specialty or professional standards;
- changes in the University's development strategy or priorities;
- conclusions and suggestions from employers during the evaluation of the educational program;
- results of educational program quality assessment – including self-analysis, surveys of students, graduates, and employers, internal and external audits, and other procedures;
- recommendations from the National Agency for Higher Education Quality Assurance or independent quality assurance agencies;
- recommendations from members of the Business School Advisory Boards.

The updating of an educational program is initiated by the Guarantor – Content Leader of the Program. During the update process, proposals from program developers, instructors involved in the educational process, employers, and students are also taken into account. Changes to the educational program are reviewed at a meeting of the graduating department of Management and Innovation Development and approved by the Academic Council. The latest update of the master's educational

programs of KROK Business School took place in May 2025.

The procedure for discussion and updating of educational programs is conducted annually. The results of public discussions with external stakeholders, including members of the Advisory Boards (which include program alumni), as well as letters of support, are published on the University's website ([example 1](#), [example 2](#)).

Ensuring and continuous improvement of the quality of teaching is one of the priority tasks of the Business School staff. We strive to achieve a high level of teaching quality and learning that will meet the requirements and expectations of the students of the program.

Students Survey on teaching quality is an obligatory element of the educational process. The results of program students survey are confidential and cannot be used to restrict the rights of the participants in the questionnaire or any other actions directed against students participating in the questionnaire.

The results of student's questionnaire are considered by the administration of the Business School and Head of Department of Management and Innovative Development, program guarantor. Based on the questionnaire data, a rating of instructors is compiled. These results serve as the basis for choosing the "Instructor of the Year".

Assessment of teaching skills and quality of teaching applies to all instructors regardless of status and position.

There are several types of student questionnaires such as mid-term evaluation of the course, final evaluation of the course and the final program evaluation. The purpose of surveys is to find out the opinion of students on different aspects of learning. This type of activity is important, as it helps to implement constant changes aimed at [improving the quality of learning](#) and the program itself.

Support for Students with Special Needs

For students with special needs the following support measures KROK University are provided:

- Adaptation of exam deadlines;
- Possibility of online communication with instructors;
- Use of special technical aids;
- Support from the program manager and thesis supervisor;
- Individual task completion schedule (for students with children, mobilized individuals,

etc.).

Retaking Exams

Final exams must be taken no later than one month after the end of the course. The instructor is required to check exam papers within 10 days and enter grades into the student's personal account in the information system. Informing students of their grades is a mandatory part of the learning process; if necessary, the instructor provides comments on the grades.

Students are allowed two attempts to retake the exam within the established timeframe. After a second unsuccessful attempt, the issue is considered individually with the involvement of the dean and the program manager.

Access to Examination Rules

All rules regarding examinations, the list of assessed elements, grading criteria, and academic integrity policy are published:

- In the course syllabus;
- In the [Student Handbook](#) (Ap.6.1);
- On the University website: <https://www.krok.edu.ua>;
- Additionally discussed during the first session of each course.

Handling Conflicts and Appeals

There is an [official procedure](#) for submitting complaints, conflicts, or appeals:

- The student submits a written request to Program Head or head of the department;
- A commission is convened within 3 working days to review the situation;
- The student has the right to be present during the review;
- The commission's decision is recorded in an official protocol;
- If the student disagrees with the decision, they have the right to appeal to the University's

Appeals Commission.

There are official procedures for handling complaints and appeals in the event of a conflict between a student and a lecturer. These processes are designed to ensure fair treatment and provide a structured path to resolution. While the specific details might vary slightly from one institution to another, the general framework is guided by the Law of Ukraine "On Higher Education" and internal university regulations.

Here's a breakdown of what typically happens and the procedures in place:

1. Informal Resolution: The First Step

Before escalating the issue, students are almost always encouraged to seek an informal resolution. This is the quickest and most direct way to solve a problem.

- **Direct Communication:** The first port of call is usually to try and discuss the issue directly with the lecturer in a calm and respectful manner. Misunderstandings can often be cleared up at this stage.

- **Head of Department:** If direct communication is not possible or doesn't resolve the issue, the next step is to approach the Head of the Department. They can act as a mediator and help facilitate a conversation to find a solution.

2. Formal Complaint Procedure: Escalating the Issue

If an informal resolution is not achieved, a student has the right to file a formal complaint. This initiates a documented process within the institution.

- The student typically needs to submit a written complaint to the business school. This statement should clearly and concisely outline the nature of the conflict, providing any relevant facts, dates, and evidence.

- The Program guarantor and school administration will review the complaint. This may involve speaking with both the student and the lecturer involved to gather information from all sides.

- For more serious or complex issues, the institution may form a special commission to investigate the conflict. This commission is usually composed of faculty members, representatives from the student government, and sometimes legal counsel for the university. They will conduct a thorough review and provide a recommendation for resolution.

- If a student is not satisfied with the outcome of the formal complaint at the faculty or business school level, there are further appeal options.

- The student can typically appeal the decision to a higher authority within the university, such as the Rector's Office or a university-wide academic council or ethics committee. The procedure for this is outlined in the university's charter and internal regulations.

- A significant development in protecting students' rights in Ukraine is the institution of the Educational Ombudsman. According to Article 73 of the Law of Ukraine "On Education," students can file a complaint with the Educational Ombudsman if they believe their educational rights have been violated. The Ombudsman has the authority to review the case, request information from the institution, and make recommendations to resolve the issue. Complaints to the Ombudsman must typically be filed within one year of the alleged violation.

- In certain cases, particularly those involving systemic issues or a failure of the university to follow its own procedures, a student may appeal to the Ministry of Education and Science of Ukraine.

- As a final resort, a student has the right to take legal action and resolve the dispute in court.

All students should have access to their university's official statutes and internal regulations, which will detail the specific steps, timelines, and responsible parties for the complaints and appeals process. These documents are usually available on the university's official website or can be obtained from the School management.

Access to Information

Digital accessibility is one of the strongest aspects of KROK University. The University actively utilizes its Moodle educational platform, integrated with Microsoft 365 cloud technologies, to create a technologically advanced and inclusive learning environment.

All relevant documents are available to students:

- On the official University website in the “Educational Programs” section;
- Within the internal Moodle environment (syllabus, learning materials, instructions);
- Through the Student Office, program manager, or guarantor.

Documentation Provided to Graduates

Upon successful completion of the program, graduates receive:

- A Master’s diploma registered in Unified State Electronic Database on Education;
- A European-format Diploma Supplement, which includes a description of the program,

its structure, learning outcomes, and ECTS credits.

d) Brief Self-Assessment of the Program

Strengths of the MBA Educational Program. History and Recognition.

The program has been operating since 2011. Over this time, more than 409 graduates have received diplomas. The program culminates in the award of a state-recognized Master’s diploma, which significantly distinguishes it from short-term courses and trainings available on the market. The program is well-recognized within the professional community and has received several awards confirming its quality and effectiveness:

- 66th place in the global EdUniversal ranking (2024);
- 2nd place in the Ukrainian Business Award ranking among business schools in Kyiv (2024);
- In June 2025, the Business School was awarded the title “Choice of the Country” as the best Business School in Ukraine.

Practical Orientation.

The program is distinguished by its strong practical focus. It involves unique professionals – lecturers and business trainers who combine academic expertise with real-world experience in business and public administration. The educational process is enriched with simulations, case analyses, practical tasks, and real business projects.

Adaptability.

Stakeholder involvement enables the program to be promptly adapted to changes in the dynamic business environment. Employers, alumni, and representatives of professional associations actively participate in the development and improvement of the program. Since 2018, an Advisory Board has been operating, meeting twice a year to ensure continuous feedback and strategic development. Memorandums of cooperation have been signed with the Kyiv Chamber of Commerce and Industry, PMI Ukraine Chapter, the League of Insurance Organizations of Ukraine, and the Public Union “Association of Outsourcing and Consulting Professionals of Ukraine.”

International Dimension and Quality.

International partnerships and collaboration of BSK faculty with UN PRME, CEEMAN, EFMD, WCCI (Webster Center of Creativity and Innovation), The Netherlands Business Academy, LEAN IIBLC, and ESSSR (European School of Sustainability Science and Research) allow the integration of best practices into the educational process.

The program offers offline learning in a convenient format that allows students to combine study and work: 4 days from Thursday to Sunday once per month, along with online access to all learning materials at MOODLE platform.

Weaknesses and Challenges

1. Insufficient Student Numbers.

A class size under 20 students can lead to:

- Less dynamic opportunities for peer learning and networking (a key value of MBA programs)
- Fewer elective courses, less diverse student experiences
- Higher tuition for the school, potentially compromising its viability or resources
- A less attractive value proposition for potential students (who expect a dynamic class).

The risk associated with a small class size is real in the Ukrainian context, given the smaller pool of working professionals capable of making a commitment.

Planned measures to address the challenge:

1. Expanded marketing and outreach.

2. Corporate Partnerships. Collaborate with corporations (in Ukraine and the region) for sponsored enrollment: companies send managers/executives through professional development programs. This will increase enrollment and build a pipeline.

2. Limited International Student Participation

The limited number of international (non-Ukrainian) students reduces:

- Diversity of perspectives (important for the global mindset of an MBA)

- Opportunities to network with international colleagues

- The program's "international profile," which may discourage globally oriented candidates.

Planned Measures to enhance internationalization:

1. English-language cohort. Consider ensuring a full English-language cohort to make it accessible to international students.

2. International partner institutions. Establish formal exchange agreements or dual degree programs with partner schools in the EU that can facilitate mobility.

3. International communication and marketing channels. Participate in business forums, improve digital marketing aimed at international professionals.

3. Limited networking/global reach.

Although BSK emphasizes a "practical" and "international" focus, without active global outreach, the value of the "global MBA" may be diminished

Planned Measures to Strengthen Global Engagement:

1. Introduce international study tours or immersion modules (e.g., a week at a Western business school) for all or some students. Invite guest speakers from all over the world and promote niche specializations (e.g. MBA in Digital Transformation, MBA in Manufacturing Excellence, MBA in Sustainability) with appropriate branding.

3. Develop examples of graduates demonstrating unique results (startups launched, international career moves).

4. Offer "micro-specializations" or certificates within the MBA for sectors in high demand (FinTech, ESG, AI strategy) to attract professionals looking for differentiated skills.

So, to further strengthen the competitiveness and value of the MBA program, a focus on increasing the cohort size, enriching the presence of international students and their global impact will be the key - through targeted marketing, partnerships, scholarships and a flexible delivery mode can significantly increase the attractiveness and sustainability of the program.

Reasons for Applying for International Accreditation

We have chosen the Master of Business Administration program for international accreditation because it is the longest-running program at KROK Business School, time-tested, and the most popular among students. The program is built on best practices in business education, includes an international component, and there is demand from students to expand its accreditation beyond Ukraine.

Most students of the program already work in international business or are currently implementing international business projects. This is confirmed by qualification thesis and success stories of our students in international companies.

Obtaining international accreditation will strengthen KROK University's institutional position in the international business education arena.

Areas for Improvement

1. Expand international cooperation: dual degrees, exchanges, guest lecturers, mobility of faculty, students, and researchers through digital technologies and tools.

2. Enhance the research component, including the development of joint publications by students and faculty.

3. Ensure real-world practice through collaboration with partners and alumni.

KROK Business School MBA Programme – Five-Year Vision (2026–2030)

By 2030, KROK Business School MBA will be recognized in Eastern and Central Europe as a progressive, internationally-connected and impact-driven program that develops resilient, innovative and globally competent leaders for business, public and social sectors.

The MBA will combine Ukrainian contextual expertise with global management standards, offering accessible, hybrid learning and a diverse international network.

Strategic Goals and Directions (2026–2030)

1. Grow and Diversify the Student Body

Objective: Reach sustainable cohort sizes (25–30 students per intake) with at least 20% international participants.

Actions:

Launch global marketing campaigns targeting professionals from CEE, Central Asia, and the Ukrainian diaspora.

Introduce corporate MBA tracks with local and multinational companies (customized modules, in-company projects).

Use alumni referral programs and success-story campaigns to increase brand credibility.

Build MBA Ambassadors Network – alumni promoting the programme in their industries and regions.

Expected outcomes by 2030: Consistent enrolment growth, 2 active cohorts annually, more diverse and globally minded student community.

2. Strengthen Internationalization and Global Partnerships

Objective: Position the MBA as a truly international programme through academic cooperation, mobility, and global content.

Actions:

Expand partnerships with European, Asian and North American business schools (joint modules, visiting professors, double-degree or exchange options).

Create a Global Week each year – short international immersion module (study visit, global case challenge).

Develop cross-border consulting projects for students with international companies.

Introduce international advisory board including representatives from partner schools and global businesses.

Obtain international accreditation of EFMD to enhance credibility.

Expected outcomes by 2030: BSK MBA listed in at least one international ranking; recognized globally as a regional hub for managerial education.

3. Digital Transformation and Learning Innovation

Objective: Redesign program delivery to meet professional needs and global learning trends.

Actions:

Integrate digital business labs and simulations (AI, data analytics, ESG dashboards).

Offer stackable micro-credentials in digital transformation, innovation management, and leadership.

Develop online executive modules for international participants who cannot travel to Kyiv.

Strengthen the Learning Management System (LMS) for continuous engagement and analytics.

Expected outcomes by 2030: Modern, flexible MBA accessible from anywhere; higher retention and engagement; reputation as a digitally advanced business school.

4. Deepen Practical and Entrepreneurial Orientation

Objective: Make the MBA a real incubator of leadership, innovation and entrepreneurship in Ukraine and the region.

Actions:

Establish MBA Innovation Lab – a platform for students' applied projects, start-ups, and research with industry partners.

Introduce Capstone Consulting Projects for real companies (Ukrainian or international).

Expand Executive Mentor Programme – pairing students with business leaders or alumni mentors.

Strengthen cooperation with SMEs and start-ups through internship or project collaboration.

Organise the annual MBA Impact Forum showcasing graduates’ innovations, research and social projects.

Expected outcomes by 2030: MBA graduates launching ventures, leading transformations in their companies, and strengthening Ukraine’s innovation ecosystem.

Curricular Structure of the Study Programme General MBA (2024-2026)

Educational Units and Courses	Semester	Form of Examination/Assessment	Workload (hours)		ECTS, credits
			Contact Time	Self-Study Time	
Unit 1			364	956	44
Project Management and Time Management	1	Assesment (participation in discussions/teams project/ Final test)	24	66	3
Managerial Economics	1	Exam (participation in discussions/teams project/ Final test)	28	62	3
Marketing Management	1	Exam (participation in discussions/ test/ individual project)	26	64	3
Management in Organizations	1	Assesment (participation in discussions/ individual work/ presentations based on group research results)	24	66	3
Strategic Management	1	Exam (individual work, participation in discussions/ individual project)	26	64	3
Business Legal Environment	1	Exam (participation in discussions/ individual tasks/ team tasks)	24	66	3
HR management and resilience	1	exam (participation in discussions/ individual homework tasks/ business cases analyses)	24	66	3
Communicative Management	2	Assesment (participation in discussions/ individual project/ team tasks/final task)	32	88	4
Risk Management	2	Assesment (participation in discussions/business cases/midterm task/ team tasks/final task)	24	66	3
Organizational Behavior	2	Assesment (participation in discussions/ individual project/ business cases/team tasks/final task)	26	64	3
Research in Modern Management	2	Exam (participation in discussions/ articles and presentations based on research results for evaluation)	24	66	3
Managerial Accounting and Financial Management	1, 2	Exam (participation in discussions/ individual project/ test on investment efficiency analysis/ Final test)	56	154	7

Creative and Innovative Management	2	Assesment (participation in discussions/ individual work/ Final test)	26	64	3
Unit 2			184	506	23
Personal business effectiveness	3	Assesment	24	66	3
Leadership	2	exam	48	132	6
Digital marketing	3	exam	40	110	5
Investment instruments	3	Assesment	40	110	5
Design Thinking	3	Assesment	32	88	4
Internship	3	Assesment		240	8
Thesis	3	Assesment		450	15
Total			548	2152	90

Survey of Teaching Faculty and Staff – Master of Business Administration Program

The number of qualified teaching staff with sufficient pedagogical experience covering all subject areas is 19 individuals, of whom 8 work full-time, 9 are regular part-time staff, and 3 are invited foreign professors.

The proportion of teaching staff holding an academic doctoral degree is 63 %.

Name	Academic Degree	Position	Qualification/ Academic Discipline	Full-time/Part-Time	Area of Teaching
Koreiba Andriy	Master of Finance PhD student	Lecturer	Finance, Management, Project Management	FT	Project management and time management
Mosychuk Tetyana	PhD	Associate Professor	Economics Financial services Investments	FT	Managerial Economics International Business Investments
Rudenko Olena	PhD	Visiting lecturer	Business Analytics, Business Modelling, Marketing	PT	Marketing Management
Demchenko Oksana	MBA, Master of Psychology	Visiting lecturer	Managerial Effectiveness	PT	Business Communication Management of Organizations
Bortnik Anastasia	PhD	Associate Professor	Strategy Business Models	FT	Strategic Management
Polischiuk Victoria	MML	Senior Lecturer	Legal Science	FT	Business Legal environment
Kalinin Oleksandr	PhD, Doctor of Science	Professor, Head of Ch	Economics, Risk Management Marketing	FT	Risk Management

Lemeshchuk Ruslan	MBA, DBA	Visiting Lecturer	Management, Leadership, Decision Making	PT	Organizational Behavior, Leadership
Dolyanovska Inna	PhD	Associate Professor	Research in Modern Management	FT	Research in Modern Management
Herasymova Tatyana	Master of Finance CAP, CIPA, CIMA	Visiting Lecturer	International financial reporting Management accounting & budgeting Capital & cost management Financial analysis & investment evaluation Business planning	PT	Managerial Accounting and Financial Management
Sedashova Oksana	PhD	Associate Professor	Creative Thinking Business Psychology	FT	Creative and Innovative Management
Galushko Olena	CHRM CIPD Certified, ICF ACC Coach	Visiting lecturer	Human Resource Management	PT	HR management and resilience skills
Moroz Svitlana	PhD	Visiting lecturer	Legal Science	PT	Tax System
<u>Nasyrova Svitlana</u>	MBA, PhD	Visiting lecturer	Marketing, Management	PT	Strategic Management
Romancov Roman	MBA, IIBLC Black Belt Certification	Visiting lecturer	Supply Chain Management, LEAN Management	PT	Procurement and supplier management
Kalinina Natalia	PhD, MBA, Master of Mediation	Associate Professor	Human Resource Management, Communications Organizational Changes	FT	The art of negotiation, Mastery of public speaking
Vietska Olesya	PhD	Visiting lecturer	Digitalization, marketing in social media, attraction and retention of the target audience, and the use of artificial intelligence in marketing	PT	Digital Marketing
Steve Alban Tineo	PhD in Global Leadership Strategy, DBA in Quality Management	Visiting Professor	Negotiations, resolves complex situations, and forms a cornerstone of negotiation and crisis management	PT	Leadership
Miguel Cordova	PhD	Visiting Professor	Power and Influence, Sustainable Development, Strategy, Global Supply Chains, Blue Economy, and Economic Democracy	PT	Strategic Decision Making

Project and Process Management Program

a) Profile and Intended Learning Outcomes

The Master of Project and Process Management program (hereinafter MPP EPP) was launched at KROK Business School in 2022. Prior to that, the Master's program in Project Management was implemented by another structural unit of KROK University. However, following the reorganization and closure of the Institute of Master's Training, the University's management decided—according to Rector's Order No. 16A-2 dated May 12, 2022—to transfer the Project Management program to KROK Business School.

KROK Business School has signed a [Memorandum of Cooperation with PMI Chapter Ukraine](#), further cementing its industry relevance. Program was based on the [PMI Standards](#).

For over 20 years, the Project Management Master's program had been successfully delivered at KROK University and was in demand among employees of Ukrainian and international companies. Its transfer to KROK Business School ensured the preservation of a high-quality educational product and institutional continuity, while also meeting the business education market's need for project managers in small and medium-sized enterprises. With the ongoing need for national reconstruction and business modernization, the ability to manage complex, large-scale projects and re-engineer business processes for efficiency and transparency is a critical national competence. This programme is best described as an innovative, market-driven specialization rather than a traditional, long-established "core" programme. Its role in the institutional profile of KROK Business School is strategic. It positions the Business School as agile and responsive, directly addressing the contemporary needs of Ukrainian and international business. It serves as a key differentiator, moving beyond generalist management degrees to offer specialized, high-demand skills. It reinforces the institution's brand promise of providing practical, immediately applicable education that directly enhances graduate employability and value to an organization.

The [Master of Project and Process Management program](#) is a one of the key educational product in the Business School's portfolio. It is designed in accordance with current trends in project management and is based on the practical needs of doing business in Ukraine. Its role within the University's overall profile is to fill the niche for training mid-level managers and owners of small and medium-sized businesses. This course is positioned as an ideal choice for professionals who aspire to become effective change managers, equipping them to manage complex projects with both confidence and a deep, strategic vision.

The program provides extensive training for individuals across a wide spectrum of sectors, recognizing that project management is a universal discipline essential in modern business, IT, public administration, and social initiatives. Its core mission is to impart a broad range of modern knowledge and practical skills, enabling participants to skillfully justify a project's concept, meticulously plan its implementation stages, develop and rigorously monitor budgets, and adeptly allocate resources. Furthermore, the curriculum is structured to ensure graduates can oversee complex solutions and guarantee a smooth transition from the project phase to stable, ongoing operations.

The philosophical foundation of the program is built upon three fundamental postulates: Technical, Leadership, and Strategic competence. The Technical pillar ensures students master the concrete mechanics of project management, focusing on the preparation of detailed project plans and demonstrating a thorough knowledge of key and supporting plans, including scope, schedule, cost, quality, communications, resources, and procurement. The outcome of this pillar is the ability to develop a project management life cycle based on flexible plans tailored to their specific professional field.

The Leadership postulates transcend mere management, aiming to cultivate advanced knowledge of project implementation principles such as value, governance, team dynamics, stakeholder engagement, risk management, and effective communication. This pillar is deeply invested in personal development; students are guided to assess their personal strengths and weaknesses to fundamentally improve their skills in leading a team and managing others.

Finally, the Strategic pillar connects project execution to the overarching goals of the organization. This involves instilling knowledge of strategic planning, business process management,

and the sophisticated project analysis required for large-scale projects and programs. Students learn to apply key project success factors, which include understanding value delivery systems, mastering change management, navigating complexity, investing in active sponsors, and upholding social responsibility and ethics.

The program's curriculum is thoughtfully structured over 1 year and 4 months (16 months). Program curriculum based on the recommendation of PMBOK® Guide of the Project Management Institute (USA) for Program Management Professionals and Book of Knowledge issued by IIBLC.

The first year is dedicated to forming a robust foundation of general, professional, and practical knowledge. General and professional courses delve into foundational topics such as "Project and process management" itself, alongside "Modeling and business analytics in projects," and "Communicative management." Students also tackle high-level concepts in "Strategic decisions and business planning" and the essentials of "Financial management and projects' cost management." The curriculum's practical side is further strengthened by courses in "Contract and supplier management," "Project risk management," "Agile and LEAN tools in project management," "Research in modern project management," and "Organizational behavior."

To further tailor their education, students are offered a selection of Electives. One set focuses on personal and organizational leadership, offering "Personal business efficiency," "Presentation skills," "Team leadership and team management," and "Project-oriented organization and project office." A second set of electives leans into innovation, with "Creative and innovative project management," "Design thinking," "Process management," and "Project marketing." The second year of study is then dedicated to specialized training and culminates in the completion of a thesis qualification work, allowing students to choose a specialization and produce a significant graduation project.

The program administration pays significant attention to the Program Enrichment component by inviting guest speakers from various companies. For instance, within the course "Project and Process Management", Denys Koptyelov, a representative of BASF, delivered a talk titled "Digital Transformation of Company Processes and Systems: A View from a Small Room into the Vast World of Information Technologies." Additionally, for the course "Information Technologies in Project Management", Valentina Popova, a digital transformation specialist, was invited to speak on the topic "Project Management in CLICKUP." This comprehensive learning journey is delivered through a blend of pedagogical methods, including mini-lectures, intensive practical exercises, tests, real-world case studies, coursework, and the final graduation project.

The target audience for the MSc in Project and Process Management is exceptionally broad, welcoming career-oriented consumers from the public sector, commercial firms of various activities, global and IT companies, biotechnology companies, non-governmental organizations, educational organizations, medical institutions, investment funds, and organizations involved in export activities. The student profile reflects this diversity, and the program is delivered in a modular format (two weekends per month) at the school's Kyiv campus on Tabirna street, 30-32. This blended approach, offering both Offline and Blended online formats, provides flexibility for working professionals.

Upon completion, graduates are expected to possess a clear set of skills. They are able to demonstrate the use of standard project management tools and techniques, define the characteristics of effective project management, and truly understand the role of the project manager in achieving the organization's strategic goals. They also equipped to identify difficulties in project implementation and, crucially, to devise ways to solve them, ultimately possessing the necessary skills to successfully lead a team. The program [corresponds to the second level of higher education](#), within the field of knowledge D3 "Business, Management and Law", specialty D3 "Management".

The goal of the educational program is to develop professional project-oriented thinking and integrated competencies in managing projects of various scales, complexity, quality, and duration among middle and senior managers of enterprises and organizations across different business sectors and ownership forms, especially under conditions of macroeconomic instability and global unpredictability.

Formulation of Intended Learning Outcomes (ILO)

The intended learning outcomes are clearly formulated both at the program level and at the level of each educational component. They are reflected in the [Educational-Professional Program "Master of](#)

Project and Process Management”, which is reviewed annually, discussed with stakeholders, and approved by the Academic Council of KROK University. Based on the EPP, the curriculum and course syllabi are developed.

The ILOs are structured in accordance with the Higher Education Standard for specialty 073 “Management” and aligned with the Qualifications Framework of the European Higher Education Area (Dublin Descriptors). Each syllabus includes these outcomes.

Learning Goals of the Program

The program aims to train highly qualified professionals in project management who possess modern project-oriented thinking, specialized knowledge, and soft skills, and who are capable of solving organizational and project-related challenges in enterprises and organizations across all ownership forms within the field of project and process management.

ILO Coverage:

- Cognitive domain (analytical and critical thinking, systems analysis);
- Practical competence (ability to initiate, plan, conduct research phases, launch, control, and integrate project products into operational activities in business, communities, and public institutions);
- Communication and interpersonal skills (negotiation with stakeholders and external contractors, team management);
- Civic and ethical awareness (acting within human rights frameworks, tolerance, neutrality, active civic engagement).

Competencies and Skills Acquired

General Competencies (GC):

- GC1. Ability to conduct research to identify relationships between phenomena and processes in projects;
- GC2. Ability to communicate with representatives of other professional groups at various levels (including experts from other fields or economic sectors);
- GC3. Skills in using information and communication technologies in project management;
- GC4. Ability to motivate people and work toward shared goals in project and process management;
- GC5. Ability to act in project management based on sustainable development principles;
- GC6. Ability to generate new ideas (creativity) in project and process management;
- GC7. Ability for abstract thinking, analysis, and synthesis in project management.

Special (Professional) Competencies (SC):

- SC1. Ability to select and apply concepts, methods, and tools of management in project management, including in accordance with defined goals and international standards;
- SC2. Ability to establish values, vision, mission, goals, and criteria for project management, and to define future development directions for enterprises and organizations of various ownership forms;
- SC3. Ability for self-development, lifelong learning, and effective self-management;
- SC4. Ability to effectively use and develop resources of enterprises and organizations of various ownership forms;
- SC5. Ability to create and organize effective communication in project and process management;
- SC6. Ability to develop leadership qualities and demonstrate them in managing project teams;
- SC7. Ability to design projects, manage them, and demonstrate initiative and entrepreneurship.

Alignment with the Dublin Descriptors

The program learning outcomes fully align with the Dublin Descriptors for the second (master’s) cycle, specifically:

- Demonstrated ability for systems thinking and solving complex problems in new or unfamiliar environments;
- Developed skills to integrate knowledge and make decisions with ethical awareness of social and professional contexts;
- Ability to communicate with both professional communities and non-specialist audiences, including in a foreign language;
- Capacity for independent lifelong learning.

In accordance with national standards, the learning outcomes of the [educational program](#) are formulated as follows:

LO1. Critically evaluate, select, and apply scientific, methodological, and analytical tools in project management under unpredictable conditions;

LO2. Identify organizational problems and justify methods for solving them using project management approaches;

LO3. Design effective organizational management systems;

LO4. Justify and manage projects, generate entrepreneurial ideas;

LO5. Plan organizational activities at strategic and tactical levels using project management tools;

LO6. Demonstrate skills in decision-making, justification, and implementation of managerial decisions under unpredictable conditions, considering current legislation, ethical considerations, and social responsibility in project and process management;

LO7. Organize and implement effective communication within teams during project execution, with representatives of various professional groups and in international contexts;

LO8. Apply specialized software and information systems to solve organizational management tasks;

LO9. Communicate professionally and academically in both the national and foreign languages;

LO10. Demonstrate leadership skills and teamwork abilities, interact with people, and influence their behavior to solve professional tasks in project management;

LO11. Delegate authority and manage an organization (or its subdivision);

LO12. Plan project management and ensure informational, methodological, material, financial, and human resource support for an organization (or subdivision) using project management tools.

Employment as an Educational Goal

Employment is not a clearly defined goal of the Business School's program, as it is designed for adults who are already employed or own their own businesses. However, the program equips graduates with competencies that enable them to change or improve their careers, start, develop, or redirect their career trajectories.

Graduates of the Master of Project and Process Management program may hold positions according to the professional job titles listed in the State Classifier of Professions DK003-10:

- 1210.1 – Heads of enterprises, institutions, and organizations
- 1229 – Heads of other main subdivisions
- 1238 – Project and program managers in the field of material (or non-material) production

Development of Civic and Personal Competencies

The development of civic and personal competencies – abilities, skills, and knowledge that enable Business School students to interact effectively with society, participate in public life, and realize their potential as individuals – is implemented through various educational components of the program.

The MPP EPP includes a systematic approach to personal development. Among the learning components are the following competencies:

- Ability for self-development, lifelong learning, and effective self-management – Project Management, Modelling and Business Analytics courses
- Ability to create and organize effective communication in management processes – Communication Management, Organizational Behavior
- Ability to develop and demonstrate leadership qualities in managing people – Contract and Supplier Management

- Ability to conduct communication to reduce conflicts within the teams – Communication Management
- Ability to implement sustainable business strategies considering environmental and social aspects – Strategic Decision-Making and Business Planning, Financial Management and Cost Control in Projects, Agile and LEAN Tools in Project Management
- Ability to apply creative approaches and design thinking to solve managerial tasks and create innovative products and services – Creative and Innovation Management

b) Structure and Content of the Study Programme

Compliance with ECTS Principles

The procedure for developing, updating, and reviewing educational programs at KROK University is regulated by the [Regulation “On the Organization of the Educational Process at KROK University”](#), approved by Rector’s Order No. 55-4 dated June 25, 2024 and by the [Regulation approved by the Academic Council of KROK University](#) (Protocol No. 6 dated March 28, 2024) and enacted by Rector’s Order No. 28-11 dated March 28, 2024. According to the Regulation, an educational or educational-professional program must comply with:

- The professional standard (if available),
- The higher education standard for the specific specialty according to the level of higher education at which the program is intended to be implemented,
- The standard of professional pre-tertiary education appropriate to the level of education.

If no higher education or pre-tertiary education standard is available, the educational/educational-professional program must be developed in accordance with the National Qualifications Framework.

The educational program must include:

1. The number of ECTS credits required to obtain the relevant degree of higher or pre-tertiary professional education.
2. Entry-level education requirements for candidates and expected learning outcomes.
3. A list of educational components and their logical sequence.
4. A list of mandatory competencies for graduates.
5. Normative content of student training, formulated in terms of learning outcomes.
6. Forms of attestation (assessment/certification) for students in higher or pre-tertiary professional education.
7. Requirements for educational program development in:
 - a. A single field of study,
 - b. Two fields of study or a group of specialties (for junior bachelor standards),
 - c. Interdisciplinary academic-scientific programs (for master's and PhD standards).
8. Requirements of professional standards (if available).

The program's stated objectives, competencies, and learning outcomes are demonstrably aligned with the descriptors for the Second (Master's) Cycle of the Framework for Qualifications of the European Higher Education Area (FQ-EHEA).

The program documentation explicitly states its alignment with the "FQ-EHEA – second cycle". This claim is substantiated by the program's structure and intended outcomes, which map directly to the five key Dublin Descriptors for a master's level:

The program requires a bachelor's degree as a prerequisite and aims to build upon that foundation. The integral competence (IC) focuses on solving "complex tasks and problems... which involves conducting research and/or implementing innovations", signifying an advanced level of knowledge.

The program's purpose is to form "professional project-oriented thinking in the context of macroeconomic instability and global unpredictability". This directly addresses the FQ-EHEA descriptor for applying knowledge in new or unfamiliar environments. Program Learning Outcome (PLO) 1, "critically comprehend, select and use... tools... in unpredictable conditions", further reinforces this.

The IC emphasizes solving problems characterized by "uncertainty of conditions and requirements". Furthermore, PLO 6 requires graduates to make and justify decisions "taking into account the requirements of the current legislation, ethical considerations and social responsibility". This aligns

perfectly with the descriptor regarding complex, incomplete data and societal/ethical reflection.

The program develops high-level communication skills. General Competence (GC) 2 includes the "ability to communicate with representatives of other professional groups", and PLO 7 aims for effective communication "within the team... and in the international context". PLO 9 specifically mentions communication in "professional and scientific circles in state and foreign languages".

Special Competence (SC) 3, the "ability to self-development, lifelong learning and effective self-management", is a direct match for the FQ-EHEA descriptor regarding autonomous, self-directed learning.

The program contents comply strongly with the general requirements of the discipline (D3 "Management") and the specific professional field of "Project and Process Management".

This alignment is evident in several key areas:

The program's main focus is the "development of integral competencies in the management of projects and processes". The theoretical content is highly specific, covering "principles of project management," "concepts of... project management," and "methods, technologies and tools of project management".

The list of Core Components (CC) is specialized and directly relevant to the professional field. It includes essential topics such as:

CC1: Project and process management

CC5: Financial management and cost management in projects

CC7: Project risk management

CC8: Agile and LEAN tools in project management

The program was developed by a working group including academic and professional experts. Crucially, it lists "Reviews and reviews of external stakeholders" from business consulting professionals and incorporates "proposals from employers, graduates". This external validation confirms the program's relevance to the current demands of the professional field.

The program prepares graduates for specific, appropriate roles in the field, such as "1238 - Head of projects and programs in the field of tangible (intangible) production".

In conclusion, the documentation presents a program that is structurally aligned with the FQ-EHEA Second Cycle standards and whose content is specialized and validated for the professional field of project and process management.

The curriculum is delivered using a practice-oriented, blended-learning approach. The specific teaching and learning methods applied are:

Training is conducted by combining offline (in-person) and online formats. The program specifically utilizes the [MOODLE Platform](#) for informational and methodological support. The documentation explicitly lists "teamwork" as a teaching form. This is supported by the assessment method of "project work". The curriculum includes a mandatory component (CC11) identified as "Pre-graduation practice". The program also specifies the use of "trainings" and "individual presentations by students". While traditional terms like "lectures" and "seminars" are not explicitly listed, the program specifies a ratio of 30% theory, 40% practice, and 30% independent work, implying that theoretical components (lectures) are part of the blended format. Assessment methods also include "practical work" and "reports".

Additional Regulations

– Programs for specialties required to access regulated professions may include extra requirements regarding:

– Structure and content of the educational program

– Graduate certification procedures.

– Educational or educational-professional programs within the same specialty cannot be implemented solely through mandatory components.

– Such programs within one specialty must differ by at least 23% in terms of elective components.

Compliance with ECTS Principles

The Master's Program in Project and Process Management fully complies with the principles of

the European Credit Transfer and Accumulation System (ECTS). Credits are awarded based on achieved learning outcomes, which are formulated for each educational component in accordance with the program learning outcomes (PLOs), and are measurable, relevant, and practice-oriented.

Total Program Volume and Credits for Educational Components

The total volume of the program is 90 ECTS credits, including:

- 67 ECTS credits – mandatory educational components
- 23 ECTS credits – elective courses

Mandatory educational components include (2024-2026 Academic Years):

- Project and Process Management – 5 ECTS
- Modeling and basics of business analytics in projects – 5 ECTS
- Communicative Management – 5 ECTS
- Strategic Decision-Making and Business Planning – 5 ECTS
- Financial Management and Cost Management in Projects – 5 ECTS
- Contract and Supplier Management – 5 ECTS
- Project Risk Management – 5 ECTS
- Agile and LEAN Tools in Project Management – 5 ECTS
- Research in Modern Management – 5 ECTS
- Organizational Behavior – 5 ECTS
- Pre-graduation Internship – 6 ECTS
- Qualification Thesis – 11 ECTS

Elective Educational Components Offered for 2024-2026 Academic Years:

- Personal Business Effectiveness
- Presentation Skills Master
- Team Leadership and Team Management
- Project-Oriented Organization and Project Office
- Creative and Innovative Management in Projects
- Design Thinking
- Managing organizational changes in projects and processes
- Process Management in Projects
- Project Marketing
- Information technologies in project management

Research is embedded in the program's core objectives and competencies:

Core Competence: The program's Integral Competence (its highest-level goal) is defined as the ability to solve complex tasks and problems in project management "which involves conducting research and/or implementing innovations".

General Competence: A specific General Competence (GC1) is the "Ability to conduct research to establish relationships between phenomena and processes in projects".

Theoretical Content: The program's theoretical content includes "general scientific and specific research methods" (such as computational, analytical, statistical, and expert assessment) as part of its foundation.

Dedicated Course: There is a mandatory Core Component (CC9) named "Research in Modern Project Management".

Students gain extensive hands-on experience, primarily through the master's thesis.

Qualification Master's Thesis: The curriculum culminates in the "Performance of qualification master's thesis" (CC12), which is a substantial 14-credit component.

Independent Work: The main requirement for the thesis is the "independent and creative performance of the tasks aimed at achieving the goal set in the work". This demonstrates the application of acquired knowledge to solve specific project problems.

Final Attestation: The final attestation for the master's degree is conducted as a "public defence of the qualification master's thesis". Students can also take part in [University conferences](#). As an example in their thesis projects, students of the Master's Program in Project and Process Management studied and

explored the following topics:

- Prospects for the Use of Artificial Intelligence in Managerial Activities – student Bohdan Hretchenko
- Creative and Innovative Management of Banking Institutions – student Tetiana Parkhomchuk
- Implementation of a Risk Management System in an Aviation Enterprise – student Khrystyna Chernyshenko
- Communication Management in IT Projects under Remote Work Conditions – student Viktoriia Moskaletz.
- Organization of Small-Batch Production of Small and Medium-Sized Aircraft Based on the LEAN Approach – student Dmytro Khomenko

The program's content is benchmarked against global practices. A special competence (SC1) requires students to be able to "choose and use concepts, methods and management tools in project management... in accordance with... international standards".

International communication is a specific learning outcome. Students are expected to "Organize and implement effective communications... in the international context" (PLO7) and "Be able to communicate in professional and scientific circles in state and foreign languages" (PLO9).

The program has a formal structure for international experience. Section 9, "Academic mobility," explicitly details the availability of "International credit mobility" under programs and agreements between KROK University and foreign higher education institutions.

The program includes a dedicated section for "[Academic mobility](#)". This section explicitly details the availability of "International credit mobility" under programs and agreements between KROK University and foreign higher education institutions.

c) Student Learning and Assessment

Our approach to student learning and assessment is fundamentally built on the principle that competence is forged through application. We believe in an active, engaged educational environment where students are co-creators of their learning journey.

General Didactic Approach of the Program

The "Project and Process Management" program uses a student-centered approach built on adult learning principles, interdisciplinary insights, practical application, and reflective practice. We actively encourage engagement and respect of individual learning path.

The curriculum is designed to develop autonomy, critical thinking, communications and leadership skills, creative and design thinking, understand LEAN concepts, ensuring students can transfer knowledge to practice through case studies, hands-on projects, expert supervision, and participation in real-world business challenges.

Classes are held in interactive manner and group works to foster dynamic dialogue, practical simulations, and continuous feedback.

A Pedagogical Framework and Assessment Philosophy

Our program's general didactic approach can be best described as an applied learning model. We consciously move away from traditional, lecture-heavy formats towards a more interactive and problem-based framework. The classroom is a space for dialogue, analysis, and simulation. Core teaching methods include the case study method (often using real-time examples from Ukrainian businesses), team-based project simulations that mirror the entire project lifecycle, and interactive seminars where theoretical concepts are debated and applied to practical scenarios. This is supplemented by workshops and masterclasses from industry practitioners who bring the latest challenges and tools directly to our students. This hands-on philosophy is directly reflected in our methods of assessment. We utilize portfolio of assessments designed to measure applied skills, not just rote memorization. For instance, a course module on risk management culminates not in a multiple-choice test, but in the creation of a comprehensive risk mitigation plan for a complex project. Team projects are assessed on both the final deliverable (e.g., a project charter or a business process model) and the team's collaborative process. Other common forms of assessment include individual analytical papers, business case analyses, and

presentations to a panel of faculty and industry experts.

This tight alignment between teaching and assessment ensures that we are effectively measuring the achievement of our intended learning outcomes. Each assessment is explicitly mapped to specific competencies outlined in the course syllabus. If a learning outcome is "to effectively communicate a project plan to stakeholders," the assessment is a formal presentation, thereby directly ascertaining that communication competency. This ensures that a student's final grade is a true reflection of their demonstrated ability to perform as a project and process manager.

Assessment Methods and Their Link to Learning Approaches

Assessment methods are closely aligned with the forms of learning and reflect a competency-based approach. They include:

- Tests, essays, participation in discussions, reflective journals, team assignments
- Pass/fail assessments, exams, presentations, final case analyses
- Practical assessment, tests
- Evaluation of the qualification thesis: public defense, reviews, practical relevance

Assessment is conducted according to the Intended Learning Outcomes (ILO) of each course, with clear criteria outlined in the syllabi.

Confirmation of Learning Outcomes

Assessment forms correspond to the nature of each learning outcome:

- Knowledge – assessed through written individual assignments, tests, oral responses
- Skills – assessed through simulations, practical exercises, projects presentations
- Competencies – assessed through project work, group interaction, negotiation, creation

of strategies and design of innovations

Students receive feedback from instructors through individual consultations, error discussions, and supervision sessions.

Our examination regulations are designed to be fair and supportive. Students who fail an examination have the right to retake it. Typically, two opportunities for a retake are provided within a designated period following the main examination session, usually before the commencement of the following semester. All regulations concerning examinations, including schedules, procedures, and criteria, are made fully accessible to all students via our university's online learning management system (LMS) and are outlined in the [Student Handbook](#) (Ap.6.3) provided at the beginning of their studies.

Grading System

The grading scale below is used to assess student performance in the Master of Project and Process Management program and align with the international grading system. Grades are assigned for all courses. Based on the decision of Academic Council of KROK University dated June 26, 2025 new assessment scale came in force since September 1, 2025.

Numerical value of the assessment	%	Descriptive characteristic of the assessment
5.0	90-100	Excellent
4.0	75-89	Good
3.0	60-74	Satisfactory
2.0	1-59	Unsatisfactory

Support for Students with Special Needs

KROK Business School provides the [following support](#) for students with special needs:

- Adapted exam schedules
- Possibility of online communication with instructors
- Use of special technical tools
- Support from the program manager and thesis supervisor
- Individual task completion schedules (for students with children, mobilized individuals,

etc.)

Retaking Exams

Students are allowed to make two attempts to retake exams within the established deadlines. If

both attempts are unsuccessful, the issue is reviewed individually with the participation of the guarantor and program coordinator.

Access to Examination Rules

All examination rules, lists of assessed elements, evaluation criteria, and academic integrity policies are [published](#):

- In the course syllabus
- In the [Student Handbook](#) (Ap.6.3)
- On the University website: <https://www.krok.edu.ua>
- Additionally discussed during the first session of each course

Handling Conflicts and Appeals

There is an [official procedure](#) for submitting complaints, conflicts, or appeals:

- The student submits a written request to the program guarantor or department head
- A commission is convened within 3 working days to review the situation
- The student has the right to be present during the review
- The commission's decision is recorded in an official protocol
- If the student disagrees, they may appeal to the university's appeals commission

Access to Information

All relevant [documents are available](#) to students:

- On the official University website in the “Academic Programs” section
- In the internal Moodle environment (syllabi, learning materials, instructions):

<https://dist.krok.edu.ua>

- Through the student office, program manager, or guarantor
- In the [Student Handbook](#) (Ap.6.3)

Documentation Received by Graduates

Upon successful completion of the program, graduates receive:

- A state-recognized Master's diploma
- A European-format Diploma Supplement describing the program, its structure, learning outcomes, and ECTS credits and grades received.

d) Brief Self-Assessment of the Program

Perhaps our greatest strength lies in the program's profound connection to the immediate realities of our economic and social landscape. This is not an abstract academic exercise; it is a living laboratory for resilience and adaptation. We teach project management not just from textbooks, but from the lived experience of navigating extreme uncertainty. Our students learn to manage projects where supply chains are disrupted, teams are geographically dispersed, and stakeholder needs can change overnight. This has fostered a unique pedagogical approach centered on agile methodologies, crisis management, and empathetic leadership. The Memorandum of Cooperation between PMI Chapter Ukraine allows to bring guest lecturers who are not just successful managers, but leaders who are actively rebuilding industries, launching tech startups, and managing complex international aid projects. This imbues our students with a level of antifragility that we believe is unparalleled. Based on Memorandum with PMI Chapter Ukraine students will be able to apply for educational grants provided by PMI. The grant amount ranges from \$1,000 to \$7,000 per student and is provided through the university's account. This option will facilitate the students enrollment and contribute in to increase the size of the group.

Creation of Program Advisory Board consisting of alumni who will play the role of program ambassadors and promote the program at the educational market.

However, this very strength also illuminates a weakness we are actively working to address. Our intense focus on the Ukrainian context means we have room to grow in our international exposure. While our faculty is exceptional in its practical, local expertise, we have not yet integrated a sufficient number of international professors or practitioners into our core teaching staff. This can sometimes limit our students' perspective on global corporate practices. Furthermore, while we excel at practical application, we could benefit from strengthening the formal research component within the program, encouraging both faculty and students to contribute more rigorously to the global academic discourse on project

management in volatile environments.

We chose to pursue international accreditation for this specific program for a reason that is both strategic and deeply symbolic. Strategically, "Project and Process Management" is the very engine of our nation's recovery and future growth. From rebuilding infrastructure to scaling technology firms and integrating with the European Union, effective and modern project management is the critical competency required. Seeking international accreditation is our commitment to ensuring that the leaders we train are equipped with skills that meet the highest global standards. It is a promise to our students that their education is a passport to opportunity, not just within Ukraine but on the international stage.

Symbolically, this pursuit is an act of defiance and hope. It is our declaration that despite the immense challenges, we are not isolating ourselves. We are looking outward, committed to quality, and determined to build a future that is integrated with the global community. Accreditation provides an external, objective benchmark that pushes us to continuously improve and validates the quality of our work for international partners, employers, and future students.

Building on our earlier points, we see a clear path for enhancement. A primary focus is a structured "internationalisation at home" initiative. This would involve creating formal partnerships with international business schools for collaborative online projects, where our students team up with peers from other countries to solve real-world business cases. We must also be more aggressive in leveraging technology to bring global thought leaders into our classrooms virtually, moving from occasional guest lectures to integrated course modules co-taught by international faculty.

Secondly, we plan to introduce specialised tracks within the program. The current curriculum provides a robust foundation, but we envision specialisations in areas critical for Ukraine's future, such as "PM for Reconstruction & Public Sector Projects," "Managing Digital Transformation & Tech Products," and "Sustainable Process Optimization."

Finally, we need to build a more robust ecosystem around the program. This includes establishing a formal mentorship program connecting current students with our successful alumni and creating a dedicated "PM Lab" with access to enterprise-level project management software and simulation tools.

In five years, we see the "Project and Process Management" program as the undisputed centre of excellence for project leadership in Eastern Europe, renowned for its unique expertise in managing complexity and uncertainty. We envision it as a vibrant international hub, with a significant portion of our student body coming from other countries, particularly those interested in learning about resilience and national rebuilding.

Our graduates will be the architects of Ukraine's recovery, leading the most significant reconstruction projects with a level of competence and ethical grounding that will be a credit to the program. They will also be founders of globally competitive tech companies and leaders in Ukrainian firms that have successfully expanded into international markets.

The program itself will be a blended-learning powerhouse, offering a seamless and enriching experience for both in-person and remote students. It will have a small but impactful research unit, publishing influential case studies and articles on crisis project management. Most importantly, in five years, when an international organisation or a major corporation looks for talent to lead a complex, high-stakes project anywhere in the world, a diploma from our program will be a definitive mark of excellence, grit, and unparalleled capability.

In five years, we envision our program as: The nation's go-to center for expertise in project and process management. A core partner for companies and organizations, building the educational programs they need to lead our post-war recovery. The place that shapes a new generation of project managers—professionals who are highly skilled, ethical, adaptable, and truly prepared to lead in diverse, multicultural environments.

Summarising, in five years, the program envisions itself as:

- A national center of expertise and excellence in project and process management
- An educational platform for implementing corporate programs for companies and businesses involved in post-war recovery,
- A program that prepares a new generation of project managers—professional, ethical, competent, adaptable, and multicultural

Curricular Structure of the Project and Process Management Program (2024-2026)

Educational Units and Courses	Semester	Form of Examination/Assessment	Workload (hours)		ECTS credits
			Contact Time	Self-Study Time	
Unit 1 (Mandatory)					
Project and Process Management	1	Final Test	40	110	5
Modeling and Fundamentals of Business Analytics in Projects	1	Final Test	40	110	5
Communicative Management	1	Final Group Assessment	40	110	5
Strategic Decisions and Business Planning	1	Project presentation	40	110	5
Financial Management and Cost Control in Projects	2	Final Test	40	110	5
Contract and Supplier Management	2	Final Group Assessment	40	110	5
Project Risk Management	2	Examination	40	110	5
Agile and LEAN Tools in Project Management	2	Final Group Assessment	40	110	5
Research in Modern Management	2	Final Test	40	110	5
Organizational Behavior	2	Final Group Assessment	40	110	5
Unit 3 Electives (5)					
Design thinking	2	Final Group Assessment	32	88	4
Information technologies in project management	2	Project presentation	40	110	5
Personal Business Effectiveness	3	Test	32	88	4
Project-Oriented Organization and Project Office	3	Project presentation	40	110	5
Creative and Innovative Management in Projects	3	Final Group Assessment	40	110	5
Internship	3	Report on the Internship		180	6
Thesis	3	Assesment		330	11
Total			584	2116	90

Survey of Teaching Faculty and Staff – Project and Process Management Program

The number of qualified teaching staff with sufficient pedagogical experience covering all subject areas is 11 individuals, of whom 5 work full-time, 5 are regular part-time staff, and 1 are invited foreign professor.

The proportion of teaching staff holding an academic doctoral degree is 72%.

Name	Academic Degree	Position	Qualification/ Academic Discipline	Full-time/Part-Time	Area of Teaching
Koreiba Andriy	Master of Finance PhD student	Lecturer	Finance, Management , Project Management	FT	Project and Process Management

Rudenko Olena	PhD	Visiting lecturer	Business Analytics, Business Modelling, Marketing	PT	Project Marketing
Demchenko Oksana	MBA, Master of Phycology	Visiting lecturer	Managerial Effectiveness	PT	Communication Management
Bortnik Anastasia	PhD	Associate Professor	Strategy Business Models	FT	Strategic Decision and Business Planning
Dolyanovska Inna	PhD	Associate Professor	Legal Science	FT	Research in Modern Management
Sedashova Oksana	PhD	Associate Professor	Creative Thinking Business Phycology	FT	Organizational Behaviour Creative and Innovative Project Management Design Thinking
Danchenko Olena	PhD	Professor	Business Modelling Project Management	PT	Modelling and Fundamentals of Business Analytics in Projects Project Risk Management
Romancov Roman	MBA, IIBLC Black Belt Certification	Visiting lecturer	Supply Chain Management, LEAN Management	PT	Contract and Supplier Management Agile and LEAN Tools in Project Management
Natalia Kalinina	PhD, MBA, Master of Mediation	Associate Professor	Human Recourse Management, Communications Organizational Changes	FT	Mastery of public speaking
Victor Morozov	PhD	Professor	Financial Management Project Management	PT	Financial Management and Cost Control in Projects
Steve Alban Tineo	PhD in Global Leadership Strategy, DBA in Quality Management	Visiting Professor	Negotiations, resolves complex situations, and forms a cornerstone of negotiation and crisis management	PT	Leadership

Mediation and Conflict Management Program

a) Profile and Intended Learning Outcomes

In 2019, KROK University of Economics and Law joined the [international project MEDIATS](#), funded under the ERASMUS+ program of the European Union. The project proposal was developed as part of a long-term collaboration between the Netherlands Business Academy and KROK University. The Netherlands Business Academy has extensive experience in training professionals in the field of mediation, offering both training courses and a master's program in mediation. Moreover, the institution is deeply involved in the structure and processes of mediation in the Netherlands.

The initiators and partners of the [project included](#) EU-based institutions: the Netherlands Business Academy, San Antonio University (Spain), and Turība University (Latvia). Beneficiaries and participants included: KROK University, V. N. Karazin Kharkiv National University, Yuriy Fedkovych Chernivtsi National University (Ukraine), Khazar University and Ganja State University (Azerbaijan), Ilia State University and Shota Rustaveli Batumi State University (Georgia).

The importance of implementing the MEDIATS project lies in the fact that accessible and effective justice has been and remains one of the priority areas for building civil society and improving the judicial system in post-Soviet countries. One of the main objectives of the MEDIATS project was the development and implementation of master's programs in mediation and alternative dispute resolution in several Ukrainian higher education institutions.

Currently, three Ukrainian universities involved in the project – KROK University, V. N. Karazin Kharkiv National University, and Yuriy Fedkovych Chernivtsi National University – have developed master's programs. At KROK University of Economics and Law, the Master's Program in Mediation and conflict management (specialty 073 Management) has been implemented since 2019. At Karazin Business School, the Educational-Professional Program in Mediation (specialty 073 Management) is being delivered, and at Yuriy Fedkovych University, the [Educational-Professional Program in Mediation](#) is implemented within the field of knowledge 08 “Law.”

The program has become a key element in the strategic development of KROK Business School. It shapes the institution's profile as an innovative, European-oriented university capable of generating unique interdisciplinary educational products that integrate management, law, psychology, and sociology.

Formulation of Intended Learning Outcomes (ILO)

The intended learning outcomes are clearly formulated both at the program level and at the level of each educational component. They are reflected in the educational-professional program, curriculum, and syllabi, and are structured in accordance with the Higher Education Standard for specialty 073 “Management” and aligned with the Qualifications Framework of the European Higher Education Area (Dublin Descriptors).

ILO cover:

- Cognitive domain (analytical and critical thinking, systems analysis of conflicts);
- Practical competence (ability to conduct mediation, work with conflict in business, communities, and public institutions);
- Communication and interpersonal skills (negotiation, facilitation, emotional intelligence);
- Civic and ethical awareness (acting within human rights frameworks, tolerance, neutrality, active civic engagement).

Competencies and Skills Acquired According to the Educational Program

General Competencies (GC):

- GC1. Ability to conduct research at an appropriate level;
- GC2. Ability to communicate with representatives of other professional groups at various levels (including experts from other fields or economic sectors);
- GC3. Skills in using information and communication technologies;

- GC4. Ability to motivate people and work toward shared goals;
- GC5. Ability to act based on ethical considerations;
- GC6. Ability to generate new ideas (creativity);
- GC7. Ability for abstract thinking, analysis, and synthesis.

Special (Professional) Competencies (SC):

- SC1. Ability to select and apply concepts, methods, and tools of management, including in accordance with defined goals and international standards;
- SC2. Ability to establish values, vision, mission, goals, and criteria by which an organization defines its development directions, and to develop and implement appropriate strategies and plans;
- SC3. Ability for self-development, lifelong learning, and effective self-management;
- SC4. Ability to effectively use and develop organizational resources;
- SC5. Ability to create and organize effective communication in management processes;
- SC6. Ability to develop leadership qualities and demonstrate them in managing people;
- SC7. Ability to design and manage projects, demonstrate initiative and entrepreneurship;
- SC8. Ability to apply psychological technologies in working with personnel;
- SC9. Ability to analyze and structure organizational problems, make effective managerial decisions, and ensure their implementation;
- SC10. Ability to manage and develop an organization.

Alignment with the Dublin Descriptors

The program learning outcomes fully align with the Dublin Descriptors for the second (master's) cycle, specifically:

- Demonstrated ability for systems thinking and solving complex problems in new or unfamiliar environments;
- Developed skills to integrate knowledge and make decisions with ethical awareness of social and professional contexts;
- Ability to communicate with both professional communities and non-specialist audiences, including in a foreign language;
- Capacity for independent lifelong learning.

In accordance with national standards, this is [reflected in the following](#):

Program Learning Outcomes (PLOs):

- PLO 1. Critically evaluate, select, and apply the necessary scientific, methodological, and analytical tools for management in unpredictable conditions;
- PLO 2. Identify organizational problems and justify methods for solving them;
- PLO 3. Design effective organizational management systems;
- PLO 4. Justify and manage projects, generate entrepreneurial ideas;
- PLO 5. Plan organizational activities at strategic and tactical levels;
- PLO 6. Demonstrate skills in decision-making, justification, and implementation of managerial decisions under unpredictable conditions, considering current legislation, ethical considerations, and social responsibility;
- PLO 7. Organize and implement effective communication within teams, with representatives of various professional groups, and in international contexts;
- PLO 8. Apply specialized software and information systems to solve organizational management tasks;
- PLO 9. Demonstrate communication skills in professional and academic settings in both the national and foreign languages;
- PLO 10. Demonstrate leadership skills and teamwork abilities, interact with people, and influence their behavior to solve professional tasks;
- PLO 11. Possess skills for personal professional development and time management;
- PLO 12. Possess skills in delegating authority and managing an organization (or subdivision);

- PLO 13. Plan and implement informational, methodological, material, financial, and human resource support for an organization (or subdivision);
- PLO 14. Plan and conduct scientific research, present research results, and prepare them for publication.

Employment as an Educational Goal

Employment is not a clearly defined goal of the program, as it is designed for adults who are already employed or own their own businesses. However, the program equips graduates with competencies that enable them to change or improve their careers.

Graduates may work:

- As independent mediators in civil, commercial, family, labor, and international disputes;
- As facilitators or conflict managers in business, public administration, HR departments, and NGOs;
- As researchers in the fields of social governance, human rights, and sustainable development;
- As instructors in mediation and conflict studies.

Development of Civic and Personal Competencies

The program includes a systematic approach to personal development. Educational components cover:

- Ethical standards of the mediation profession;
- Development of emotional competence;
- Inclusivity, human rights, and intercultural tolerance;
- Practices of mindful communication, group dialogue facilitation, and social peacebuilding.

For example, the peace-oriented nature of the program is reflected in thesis projects, research, and initiatives submitted to international competitions and conferences, receiving recognition as promising developments. One such project is: "[Artificial Intelligence Opportunities for Conflict Management, Peacebuilding, and Mediation](#)", co-authored by Olga Karpova (Master of Mediation and Conflict Management, Executive Director of KROK Business School), Oksana Sedashova (PhD, Associate Professor), Diana Levchenko (PhD, Senior Lecturer), and Maria Kobets (Master of Law and Master of Mediation and Conflict Management). The project promotes nonviolent communication values, dialogue culture, and the development of mediation practices in educational environments.

This type of education fosters the development of conscious leaders ready to contribute to civil society development.

Professional Qualification and Employment Sectors

Although the educational program does not formally assign a professional qualification in the Unified State Electronic Education Database (USEED), it provides professional competencies that meet qualification requirements for the following positions:

- Mediator
- Conflict resolution manager
- Facilitation specialist
- HR and compliance advisor
- University lecturer in communication and conflict studies
- Expert in ESG, diversity & inclusion policies

In accordance with the Law of Ukraine "[On Mediation](#)" (2021), graduates of the program receive sufficient training to be included in the national register of mediators and work within the pre-trial dispute resolution system.

b) Structure and Content of the Study Programme

Compliance with ECTS Principles

The Master's Program in Mediation and conflict management fully complies with the principles of the European Credit Transfer and Accumulation System (ECTS). Credits are awarded based on

achieved learning outcomes, which are formulated for each educational component in accordance with the program learning outcomes (PLOs), and are measurable, relevant, and practice-oriented.

Total Program Volume and Credits for Educational Components

The total volume of the program is 90 ECTS credits, including:

- 67 ECTS credits – mandatory educational components
- 23 ECTS credits – elective courses

Mandatory Educational Components Include (2025-2027 Academic Years):

- ECTS
- History of Mediation. Introduction to Mediation - 3 ECTS
 - Psychological Aspects of Conflict Studies. Typology and Diagnostics of Conflicts - 3 ECTS
 - Organizational Behavior - 3 ECTS
 - Alternative Dispute Resolution. Mediation Procedure - 5 ECTS
 - Visual Psychodiagnostics. Psychology of Deception and Manipulation - 4 ECTS
 - Conflict Management - 3 ECTS
 - Models and Approaches in Mediation - 3 ECTS
 - Negotiation Strategy and Tactics. Techniques and Practices - 4 ECTS
 - Communicative Management - 4 ECTS
 - Ethics of the Mediator. National and International Experience - 3 ECTS
 - Research in Management - 3 ECTS
 - Facilitation - 4 ECTS
 - Pre-graduation Internship - 10 ECTS
 - Qualification Thesis - 15 ECTS

Elective Educational Components Offered for 2024-2026 Academic Years:

Elective Block 1:

1. Business Mediation
2. Mediation in Intellectual Property
3. Conflict Consulting
4. Pre-mediation and Post-mediation
5. Conflict Resolution: Litigation and Arbitration

Elective Block 2:

1. Corporate Mediation
2. Labor Dispute Mediation
3. Restorative Justice
4. Family Mediation
5. Marketing in Mediation Practice

Achievement of Intended Learning Outcomes Within the Allocated Time

The program is structured to optimally combine theory and practice, ensure progressive competency development, and achieve all ILOs within 1 year and 4 months of study (for both full-time and part-time formats). All educational components are aligned with the PLOs and logically sequenced over time to ensure consistent professional growth of the student.

Compliance with the Qualifications Framework of the EHEA (Dublin Descriptors)

The content of the program corresponds to the second cycle of higher education (Master's level) in accordance with the Dublin Descriptors:

- Provides systematic knowledge in a new interdisciplinary field (management + mediation);
- Develops the ability to independently solve problems and make decisions in complex situations;
- Enhances the capacity to conduct research and apply its results in practice;
- Ensures the formation of social responsibility, ethical culture, and the ability to integrate into the European professional space.

Teaching Methods

The program employs a wide range of modern teaching methods tailored to the specifics of adult learning:

- Lectures and interactive mini-lectures
- Practical sessions, simulations, case studies
- Thematic seminars, trainings, facilitated discussions
- Conflict situation modelling followed by analysis
- Online learning (via Moodle, Zoom, Teams) with interactive tools
- Teamwork: group projects, mediation simulations
- Field research, internships, supervision sessions

Role of Research in the Program

The research component is a key element of the program. It includes:

- A mandatory course “Research in Modern Management” covering methodology, research design, and preparation of a research project in the field of mediation and conflict management
- Pre-graduation internship (5 weeks) involving resolution and analysis of real-life cases
- Preparation of a master’s thesis with a clear applied or empirical focus
- Individual supervision by a scientific advisor and thesis defense with external experts
- Preparation of conference abstracts, a scientific article, and public presentation of results at national and international conferences
- Preparation of projects for [participation in research](#) competitions and their submission
- Support in implementing research project results by students and faculty through the International Mediation Center at KROK Business School

International Component of the Program

The program integrates international perspectives at several levels:

- Teaching by foreign professors (Netherlands, Switzerland, Latvia, Cyprus)
- Module topics related to international arbitration, foreign mediation practices, and international ethical standards for mediators
- International Summer School of Mediation held annually in collaboration with mediators from various countries
- Faculty and student mobility within partnerships with Turība University (Latvia), UCAM (Spain), NLBA (Netherlands)
- Master's theses focused on comparative analysis (e.g., mediation in the Czech Republic, mediation and AI, mediation in civil society)

Relevant links:

<https://bs.krok.edu.ua/en/news-storage/meeting-of-students-and-graduates-of-the-masters-program-in-mediation-and-conflict-resolution-with-professor-sa-tineo/>

<https://bs.krok.edu.ua/en/news-storage/meeting-of-krok-business-school-representatives-with-professor-jan-van-zwieten/>

<https://bs.krok.edu.ua/en/news-storage/international-summer-school-of-mediation-2024-at-krok-business-school/>

<https://bs.krok.edu.ua/en/news-storage/international-partnership-development-with-the-netherlands-business-academy/>

<https://bs.krok.edu.ua/en/news-storage/successful-completion-of-the-winter-mediation-school/>

<https://bs.krok.edu.ua/en/news-storage/international-mediation-week-mediats-erasmus-at-krok-business-school/>

<https://bs.krok.edu.ua/en/news-storage/discussion-commercial-mediation-major-market-challenges-in-2021/>

Mobility and Internships

To facilitate student and faculty mobility, the University has adopted the [Regulation on Academic Mobility](#) for Students, Academic Staff, and Administrative Personnel of KROK University. This regulation governs the organization of academic mobility programs both within Ukraine and abroad.

According to the regulation, KROK Business School provides “mobility windows” used for:

- Participation in international events
- Internships at the International Mediation Center of KROK Business School or partner institutions
- Academic mobility – internships at partner organizations abroad
- Recognition of learning outcomes under inter-university agreements

Relevant links:

<https://bs.krok.edu.ua/en/news-storage/partnership-visit-to-the-netherlands-business-academy-new-ideas-warm-meetings-and-inspiration-for-future-projects/>

<https://bs.krok.edu.ua/en/news-storage/nataliia-kalinina-participated-in-the-international-training-program-artnoconflict-for-trainers/>

<https://bs.krok.edu.ua/en/news-storage/internship-for-future-mediators-in-spain/>

Recognition of Credits / Prior Learning

The University has adopted a Regulation on the Recognition of Learning Outcomes acquired through formal, non-formal, and informal education. This allows:

- Recognition of previously completed courses if they align with the curriculum (e.g., certifications in mediation, facilitation, coaching)
- Credit transfer for academic mobility
- Formation of an individual educational trajectory

Relevant links:

<https://library.krok.edu.ua/media/library/category/publiczna-informatsiya/polozhennia-poriadok-vyznannia-rezultativ-navchannia-otrymanykh-v-neformalnyi-ta-informalnyi-osviti-2024.pdf>

<https://library.krok.edu.ua/media/library/category/publiczna-informatsiya/polozh-pro-vyznannia-rezultativ-navchannia-u-fakhovomu-koledzhi-2025.pdf>

c) Student Learning and Assessment

General Didactic Approach of the Program

The learning process within the “Mediation and Conflict Resolution” program is based on the principles of andragogy, interdisciplinarity, practical orientation, and reflective learning. The core pedagogical paradigm is a student-centered approach that:

- Respects individual educational trajectories
- Encourages active student engagement in the learning process
- Aims to develop autonomy, critical thinking, emotional intelligence, and professional reflection
- Ensures knowledge transfer into practice through case studies, projects, supervision, and participation in real mediation cases

Classes are conducted in small groups (up to 15–18 students), allowing for interactive dialogue, practical simulations, and continuous feedback.

Assessment Methods and Their Link to Learning Approaches

Assessment methods are closely aligned with the forms of learning and reflect a competency-based approach. They include:

- Tests, essays, participation in discussions, reflective journals, team assignments
 - Pass/fail assessments, exams, presentations, final case analyses
 - Practical assessment: evaluation of mediation skills, participation in simulations, pre-graduation internship, demonstration of professional behavior
 - Evaluation of the qualification thesis: public defense, reviews, practical relevance
- Assessment is conducted according to the Intended Learning Outcomes (ILO) of each course, with clear criteria outlined in the syllabi.

Confirmation of Learning Outcomes

Assessment forms correspond to the nature of each learning outcome:

- Knowledge – assessed through written assignments, tests, oral responses

- Skills – assessed through simulations, practical exercises, reflective reports
- Competencies – assessed through project work, group interaction, negotiation, creation of mediation strategies and designs

Students receive feedback from instructors through individual consultations, error discussions, and supervision sessions.

Grading System

The program uses the national grading system (100-point scale) aligned with the ECTS scale, enabling credit transfer:

- 90–100 – A (Excellent)
- 89–75 – B (Good)
- 74–60 – C (Satisfactory)
- 59–0 – F (Fail)

Support for Students with Special Needs

KROK Business School provides the following support for students with special needs:

- Adapted exam schedules
- Possibility of online communication with instructors
- Use of special technical tools
- Support from the program manager and thesis supervisor
- Individual task completion schedules (for students with children, mobilized individuals, etc.)

Retaking Exams

Students are allowed two attempts to retake exams within the established deadlines. If both attempts are unsuccessful, the issue is reviewed individually with the participation of the dean and program coordinator.

Access to Examination Rules

All examination rules, lists of assessed elements, evaluation criteria, and academic integrity policies are published:

- In the course syllabus
- In the [Student Handbook](#) (Ap.6.2)
- On the University website: <https://www.krok.edu.ua>
- Additionally discussed during the first session of each course

Handling Conflicts and Appeals

There is an [official procedure](#) for submitting complaints, conflicts, or appeals:

- The student submits a written request to the program guarantor or department head
- A commission is convened within 3 working days to review the situation
- The student has the right to be present during the review
- The commission's decision is recorded in an official protocol
- If the student disagrees, they may appeal to the university's appeals commission

Access to Information

All relevant documents are available to students:

- On the official University website in the “Academic Programs” section
- In the internal Moodle environment (syllabi, learning materials, instructions): <https://dist.krok.edu.ua>
- Through the student office, program manager, or guarantor
- In the [Student Handbook](#) (Ap.6.3).

Documentation Received by Graduates

Upon successful completion of the program, graduates receive:

- A state-recognized Master's diploma
- A European-format Diploma Supplement describing the program, its structure, learning outcomes, and ECTS credits
- A transcript with grades and acquired competencies

d) Brief Self-Assessment of the Program

Strengths of the Program

1. International Dimension and Quality

The program was developed within the Erasmus+ MEDIATS project and integrates the experience of leading European universities (Netherlands, Latvia, Spain). Faculty members hold international mediator certifications, enabling the program to meet European standards.

2. Practical Orientation

The educational process includes numerous simulations, supervisions, case analyses, real-life practice, and participation in international mediation schools, ensuring the development of real-world mediator skills.

3. Unique Interdisciplinarity

The program combines managerial, psychological, legal, and communication components, aligning with current market demands and sectoral challenges.

4. Stakeholder Engagement

Continuous involvement of employers, alumni, and professional associations (NAMU, LIMU, AFMU, EBA) in program development ensures its relevance and dynamic growth.

5. Social Significance

The program trains professionals capable of fostering dialogue, resolving conflicts, and restoring trust in society—critically important during wartime and post-war recovery.

6. Master's Degree

The program awards a full Master's diploma, distinguishing it from short-term courses available on the external market.

Weaknesses and Challenges

1. Small Student Cohort

A limited number of students restricts the scale and financial sustainability of the program. This is due to mediation being a relatively new field in Ukraine.

2. Fragmented Regulation of the Mediator Profession

There is no comprehensive professional standard for mediators at the national level.

3. Need for Further Development of Academic Mobility

There is a need to expand short-term international internships for students at partner institutions.

Reasons for Applying for International Accreditation

We have selected the “Mediation and Conflict Management” program for international accreditation because:

- It is a flagship of innovation at KROK Business School, showcasing best practices in interdisciplinary education

- It was developed in partnership with European universities and international experts, already meeting many European quality criteria

- It has the potential for scaling and exporting the educational model to other Eastern European countries and post-war recovery regions

- It strengthens the institutional position of KROK University on the international stage in the field of conflict resolution education

Areas for Improvement

- 1. Formalize supervision support for students by introducing a dedicated component or certification module

- 2. Develop an English-language version of the program to attract international students

- 3. Enhance the research component, including joint publications by students and faculty

- 4. Ensure real-world practice through collaboration with various institutions

- 5. Expand the international dimension of the program

Five-Year Vision

In five years, the program envisions itself as:

- A national center of expertise in mediation with a network of practitioner alumni

- A foundation for launching a PhD program or a scientific-practical hub in conflict studies
- An educational platform for implementing state mediation programs, post-war recovery, and psychosocial support for the population
- A program that prepares a new generation of conflict management leaders - ethical, competent, adaptable, and multicultural

Curricular Structure of the Mediation and Conflict Management Program (2024-2026)

Educational Units and Courses	Semester	Form of Examination/Assessment	Workload (hours)		ECTS credits
			Contact Time	Self-Study Time	
History of mediation Mediation at various historical stages of human development. The history of mediation and alternative debates in Ukraine. The history of the development of media in the modern world.	1	Continuous Assessment, portfolio assessment Essay	24	66	3
Psychological aspects of conflictology Theories of conflict. The nature of conflict. Model of conflict escalation. Behaviour of people in conflict. Ways to get out of conflict.	1	Written Assessment and Project-Based Assessment	32	58	3
Conflict management The concept of emotional competence. 4 vectors of emotional competence development: self-awareness, self-regulation, social sensitivity, relationship management and influence. Emotions. Feelings. Emotional states. Affects., - understanding and techniques of self-regulation Influence: the concept of barbaric and civilized influence (means of influence)	1	Written Exam - Test	32	58	3
Alternative ways to resolve conflicts. Mediation procedure Alternative dispute resolution. The concept of mediation. The mediation procedure: stages and principles. Mediator tools. Preparation for mediation and the discovery stage. The stage of finding interests. Working with emotions. Working with questions. The stage of finding a solution. Working with alternatives. The stage of decision-making. Documentation in mediation. Features of involving parties and third parties in mediation. Working with the parties'	1	Written Exam Supervision of group work	40	110	5

resistance in the procedure. Mediator skills and the triangle of his success. Simulations.					
Visual psychodiagnostics. Psychology of deception and manipulation Visual psychodiagnostics and profiling as effective methods of collecting information about a person, analyzing and predicting behavior. Visual psychodiagnostics. Stages of studying a visual-behavioral profile. What should you pay attention to at first contact? How to "scan" a person and get information about him? Observation algorithm. Ways to expose lies. Values and value orientations Human motives and needs Language analysis (metamodel) - search for errors in thinking, beliefs or manipulations Profiling. Metaprograms - creation of metaprogram profiles of parties, mediators. Predicting behavior.	1	Assignment (essay discussion, which include experience description of formed skills)	32	88	4
Organizational Behaviour Individual behaviour in the organization Group and team dynamics Organizational culture and leadership Communication and power in the organization	2	Written Assesment, Continious Assessment	32	58	3
Models and approaches in mediation Concept and types of mediation. Concept and classification of mediation models. Characteristics of mediation models. Concept and characteristics of mediation style.	2	Continious Assessment	24	66	3
Strategy and tactics of negotiations. Techniques and practices Fundamentals of Negotiation. Communication and Negotiation. Content, Context and Structure of Negotiations. Theoretical Approaches. Harvard Style of Negotiation. Stages of Negotiation. Negotiations in Mediation. Stages of Negotiations in Mediation. Structure, Norms and Values, Relationships, Communication, Interdependence, Power.	2	Written Assessment and Project-Based Assessment	32	88	4

Barriers in Negotiations and Overcoming Them. Mediation in Negotiations. Ethics of Negotiations in Mediation. Qualities of an Effective Negotiator. Communicative Competence.					
Communicative management Priority communication skills in mediation. Anatomy of the negotiation process: axes of interests and positions. Psychotypes of people and adjustment to their characteristics. Communicative flexibility during mediation. Express techniques for regulating the emotional state during difficult negotiations.	2	Continuous Assessment and practical exam	32	88	4
Ethics of the mediator. Ukrainian and foreign experience. Introduction to the professional ethics of a mediator The role of a mediator and ethical dilemmas Algorithms for resolving ethical dilemmas and documenting mediation Digital ethics and interaction with other professionals	2	Continuous Assessment Creation the draft of documents	32	58	3
Research in management Subject and essence of scientific research. Approbation of scientific research Organization of scientific work at KROK University Methodology of scientific research. Some aspects of the field of scientific research in the field of management. Master's thesis: structure, design, stages of implementation and defense.	2	Assignment: Writing a scientific article	16	74	3
Facilitation Theoretical foundations of facilitation. Facilitation tools and techniques. Facilitation of creativity. Digital facilitation	3	Assignments	32	88	4
Business Mediation Business and Commercial Mediation. Mediation in Business Disputes.	2	Assignment (essay completed over time and submitted for grading)	48	132	6
Conflict Consulting Concept and principles of conflict consulting.	2	Written assesment (test)	48	132	6

Conflict consulting procedure: stages (stages) and formats of conduct. Specifics of cartography in conflict consulting. Criteria for a successful result in conflict consulting. Marketing conflict consulting services.					
Premediation, Postmediation Introduction to Premediation and Postmediation Premediation: Preparing for Mediation Premediation Tools and Techniques Postmediation: Working After Mediation	3	Continuous Assessment	24	66	3
Restorative Justice Restorative justice: philosophical and theoretical foundations International standards and principles of restorative justice, their impact on national legislation Programs and forms of restorative justice, their general characteristics Criminal law conflict Mediation as the main form of restorative justice Ethical aspects of mediation within the framework of restorative justice Foreign experience of restorative justice (on the example of individual countries)	3	Assignment (essay completed over time and submitted for grading)	24	66	3
Conflict resolution: litigation and arbitration The scope of litigation. proceedings in courts of first instance. Appeal and review of court decisions. Arbitration proceedings. International commercial arbitration.	3	Continuous Assessment	40	110	5
Internship	3	Report	0	292	10
Thesis	3	Master's Thesis	16	442	15
Total			560	2140	90

Survey of Teaching Faculty and Staff – Mediation and Conflict Management Program

The number of qualified teaching staff with sufficient pedagogical experience covering all subject areas is 14 individuals, of whom 6 work full-time, 5 are regular part-time staff, and 3 are invited foreign professors.

The proportion of teaching staff holding an academic doctoral degree is 64%.

Name	Academic Degree	Position	Qualification/ Academic Discipline	Full Time/ Part Time	Area of Teaching
Sedashova Oksana	PhD, Masters Degree in Psychology and Philology	Associate Professor	Pedagogy Psychology	FT	Psychological Aspects of Conflictology. Typology and Diagnostics of Conflicts Visual Psychodiagnostics. Psychology of Deception and Manipulation Facilitation
Krychina Angela	Doctorate Student	Lecturer-Practitioner	Law, Mediation	PT	Alternative Dispute Resolution. Mediation Procedure Conflict Consulting Pre-Mediation and Post-Mediation
Omelchenko Oleh	Master's Degree in Mediation and Conflict Resolution MML	Lecturer-Practitioner	Law, Mediation	PT	History of Mediation. Introduction to Mediation Business Mediation Conflict Resolution: Litigation and Arbitration
Dolyanovska Inna	PhD	Associate Professor	Law, Mediation	FT	Research in Management
Kalinina Nataliia	PhD Master's Degree in Mediation and Conflict Resolution	Associate Professor	Pedagogy, Management, Negotiations	FT	Negotiation Strategy and Tactics. Techniques and Practices
Okunev Ihor	PhD Master's Degree in Law Master's Degree in Mediation and Conflict Resolution	Associate Professor	Law, Mediation	FT	Restorative Justice Mediation in the Field of Intellectual Property
Polischiuk Victoriia	Master's Degree in Law Master's Degree in Mediation and Conflict Resolution	Senior Lecturer	Law, Mediation	FT	Models and Approaches in Mediation Ethics of the Mediator. National and International Experience Mediation in Labor Disputes
Sasin Halyna	Masters Degree in Psychology	Lecturer-Practitioner	Psychology Emotional Intelligence	PT	Organizational Behavior Conflict Management
Demchenko Oksana	Masters Degree in Psychology MBA	Lecturer-Practitioner	Management, Communications	PT	Communication Management
Nasyrova Svitlana	Master's Degree in Management, PhD	Lecturer-Practitioner	Management, Marketing	PT	Marketing in the Mediator's Practice

Levchenko Diana	PhD Master's Degree in Law	Senior Lecturer	Law, Mediation	FT	History of Mediation. Introduction to Mediation Mediation in the Field of Intellectual Property
Jan Van Zwieten	PhD	Professor	Mediation	Visiting Professor	Alternative Dispute Resolution. Mediation Procedure Corporate Mediation
Nesterenko Polina	PhD, Master of Mediation	Senior Lecturer	Mediation, Law	Visiting Professor	Alternative Dispute Resolution. Mediation Procedure Corporate Mediation Family Mediation
Tineo Steve Albano	PhD	Professor	Strategy, Management Leadership	Visiting Professor	Negotiation Strategy and Tactics. Techniques and Practices

Part 3: Supplementary Material

List of appendices

1. Course catalogue
 - 1.1. CURRICULUM MBA 2024-2026
 - 1.2. CURRICULUM Mediation 2024-2026
 - 1.3. CURRICULUM MPP 2024-2026
 - 1.4. Educational and Professional Program «Master of Business Administration» 2024-2026
 - 1.5. Educational and Professional Program «Mediation and conflict management» 2024-2026
 - 1.6. Educational and Professional Program «Project and Process Management» 2024-2026
2. CV of core faculty involved in the programme
 - 2.1. CV of core faculty
 - 2.2. CV of visiting professors
 - 2.3. Terms of Reference of the Program Content Leader (Guarantor)
3. Diploma Supplement(s) for the study programme(s)
 - 3.1. MBA program Diploma Supplement
 - 3.2. Mediation program Diploma Supplement
 - 3.3. MPP program Diploma Supplement
4. Equal opportunities policy
 - 4.1. Conditions for the accessibility of an educational institution for education
 - 4.2. Equal Opportunities Policy of KROK Business School
 - 4.3. Measures to prevent and combat bullying
 - 4.4. Regulations on the policy and procedures for resolving conflict situations at KROK University
5. Mission statement of the HEI
 - 5.1. Regulations of KROK Business School (extract)
 - 5.2. Statute KROK University (extract)
6. Quality assurance policy
 - 6.1. Student Handbook MBA 2024-2026
 - 6.2. Student Handbook Mediation 2025-2027
 - 6.3. Student Handbook MPP 2025-2027
 - 6.4. Regulations on the internal quality assurance system for education and educational activities
 - 6.5. Regulations on the organization of the educational process at KROK University
 - 6.6. Regulations on the plagiarism check
7. Regulations for the recognition of credits and prior learning
 - 7.1. Regulation on academic mobility
 - 7.2. Regulations on individual study schedule
 - 7.3. Regulations on the individual curriculum of students
 - 7.4. Regulations on the procedure for recognizing learning outcomes obtained
8. Relevant cooperation agreements with industry or other HEIs
 - 8.1. ALMU partner
 - 8.2. ARTEVELDEHOGESCHOOL partner
 - 8.3. Association of outsourcing professionals of Ukraine partner
 - 8.4. CEEMAN partner
 - 8.5. ClOneer partner
 - 8.6. EFMD partner
 - 8.7. ESSSR partner
 - 8.8. Group of companies system management_partner
 - 8.9. IIA 21-27 KROK University_IMC UAS Krems

- 8.10. IIA Foggia-KROK_signed
- 8.11. IIA KROK NLBA Signed
- 8.12. ISC D Paris partner
- 8.13. KA171 Ukraine KROK University
- 8.14. Landshut University partner
- 8.15. LEAN IIBLC partner
- 8.16. Mediators Association of Georgia partner
- 8.17. NAMU partner
- 8.18. Ostbayerische Technische Hochschule Amberg-Weiden partner
- 8.19. Parasat partner
- 8.20. Project Management Institute Ukraine Chapter partner
- 8.21. SWPS University partner
- 8.22. UAMDBE partner
- 9. Survey questionnaires (course evaluation, workload monitoring, alumni surveys etc.)
 - 9.1. Final Course Evaluation Form Marketing management_MBA_2024
 - 9.2. Final Course Evaluation Form Project management and time management MBA 2024
 - 9.3. Program Evaluation Form. Exit Survey November 2023 – February 2025 Mediation
 - 9.4. Program Evaluation Form. Exit Survey November 2023 – March 2025 PPM
 - 9.5. Program Evaluation Form. Exit Survey November 2023 – March 2025 MBA
 - 9.6. Survey Results Graduate Survey 2025 MBA Program
 - 9.7. Survey Results Graduate Survey 2025 Mediation Program
 - 9.8. Survey Results Graduate Survey 2025 PPM Program
- 10. Syllabus (examples)
 - 10.1. Mediation 2024 Syllabus Psychological aspects of conflictology
 - 10.2. MPP 2024 Syllabus Communicative management
 - 10.3. MBA 2024 Syllabus Financial and management accounting

Statistics on Faculty & Students

Chart 2: Acceptance Rates

	Number of Applicants					Number of First Year Students					Acceptance Rate				
Study Programme:	minus 4 2021	minus 3 2022	minus 2 2023	minus 1 2024	Current Year 2025	minus 4 2021	minus 3 2022	minus 2 2023	minus 1 2024	Current Year 2025	minus 4 2021	minus 3 2022	minus 2 2023	minus 1 2024	Current Year 2025
Programme A (Master of Business Administration)	79	47	66	39	53	16	14	10	12	18	20,25%	29,79%	15,15%	30,77%	33,96%
Programme B (Master of Project and Process Management)	-	34	13	35	24	-	15	6	10	5	-	44,12%	46,15%	28,57%	20,83%
Programme C (Master of Mediation and Conflict management)	20	71	25	41	49	11	12	13	7	16	55,00%	16,90%	52,00%	17,07%	32,65%

Chart 3: Student Numbers

	Total Number of Students					Female Students					Foreign Student				
Study Programme:	minus 4 2021	minus 3 2022	minus 2 2023	minus 1 2024	Current Year 2025	minus 4 2021	minus 3 2022	minus 2 2023	minus 1 2024	Current Year 2025	minus 4 2021	minus 3 2022	minus 2 2023	minus 1 2024	Current Year 2025
Programme A (Master of Business Administration)	37	38	38	36	40	12	14	13	14	18	0	2	0	2	1
Programme B (Master of Science in Project and Process Management)	-	15	21	23	20	-	4	7	6	8	-	1	2	1	0
Programme C (Master of Mediation and Conflict management)	42	33	28	34	34	29	19	14	18	27	2	3	4	6	6

Chart 4: Drop-Out Rates and Graduates

	Number of Graduates						Drop-Out Rates (%)					
Study Programme:	minus 5 2020	minus 4 2021	minus 3 2022	minus 2 2023	minus 1 2024	Current Year 2025	minus 5 2020	minus 4 2021	minus 3 2022	minus 2 2023	minus 1 2024	Current Year 2025
Programme A (Master of Business Administration)	14	6	8	14	14	9	3,45%	2,70%	0,00%	5,26%	0,00%	2,50%
Programme B (Master of Science in Project and Process Management)	-	-	-	-	7	5	-	-	-	-	34,78%	5,00%
Programme C (Master of Mediation and Conflict management)	-	20	10	3	12	11	-	0,00%	3,03%	28,57%	0,00%	5,88%