



**ECONOMICS AND BUSINESS INNOVATION  
STUDY PROGRAMME  
FIELD OF SOCIAL AND BEHAVIORAL SCIENCES**

**DESCRIPTION OF THE STUDY PROGRAMME**

**Sumy  
2018**

## Characteristics of the Degree Programme

Faculty	Name of programme	Final degree (original/English translation)	Areas of Specialization	Mode of Study	Double/Joint Degree	Duration	Credit points	Intake rhythm & First time of offer
Oleg Balatskyi Academic and Research Institute of Finance, Economics and Management	Economics and Business Innovation	Магістр з економіки/Master in Economics	05–Social and Behavioural Sciences, 051 – Economics	Full time	–	3 Semesters	90 ECTS	Annually since 2000

## List of Abbreviations and Acronyms

EBI	–	Economics and Business Innovation
OB ARI FEM	–	Oleg Balatskyi Academic and Research Institute of Finance, Economics and Management
HEI	–	Higher Educational Institution
SSU	–	Sumy State University
DEEBA	–	Department of Economics, Entrepreneurship and Business Administration
EEC	–	Employers Expert Councils
QA	–	Quality Assurance

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## Introduction

Master's degree in Economics and Business Innovation has been awarded since 2000 by Economic Faculty of Sumy State University (now Oleg Balatskyi Academic and Research Institute of Finance, Economics and Management of Sumy State University). It is supervised by the Department of Economics, Entrepreneurship and Business Administration in cooperation with lecturers from other departments of Sumy State University. The Master's degree programme is aimed at acquiring fundamental theoretical knowledge of economics and business innovation as well as skills for their practical application in various branches of economy.

Department of Economics, Entrepreneurship and Business Administration strives to offer the modern curriculum which includes a range of conventional and new courses and to enrich the overall intellectual growth of a student through interaction and professional excellence. In our quest for excellence, we encourage examining minds and bold thinking. In an ever-changing world, our students and staff must be ready to embrace challenges, take action, and work across courses to see beyond the accepted norms. We try to create opportunities for Master's students to enhance their personal and professional development through the highly supportive academic atmosphere so that they are in a position to play the leadership role in managing and resolving critical economic issues of local and national character.

We have a strong belief in continuous professional development, therefore, participation in this project has been initiated. In Oleg Balatskyi Academic and Research Institute of Finance, Economics and Management of Sumy State University (OB ARI FEM) the Master's degree programme in Economics, specialization – "Economics and Business Innovation" (hereinafter the Programme) was selected for the self-evaluation and improvements. The three main objectives of the evaluation report are:

1. To implement Quality Assurance System of Educational Activities of SSU in the selected programme with a view to improving quality in higher education.
2. To identify the areas requiring improvements in order to achieve objectives through desired outcomes.
3. To facilitate continuous improvement and updating of the programme to ensure that the programme is relevant to the labour market and society in general.

In order to perform the evaluation report of the *Economics and Business Innovation* study programme the group of teachers was appointed (Table 1).

**Table 1.** Evaluation group

No.	Academic title (research degree), first name, surname	Position	E-mail
1	Prof., Doctor of Science, Leonid Melnyk	Head of the Department of Economics, Entrepreneurship and Business Administration, Professor, Head of Sustainable Development Economics and Ecologically Balanced Nature Management Research Laboratory	<a href="mailto:melnyk@econ.fem.sumdu.edu.ua">melnyk@econ.fem.sumdu.edu.ua</a>
2	Assoc. prof., Phd, Oleksandra Karintseva	Coordinator of the Programme, Deputy Head of the Department of Economics, Entrepreneurship and Business Administration, Associate professor.	<a href="mailto:karintseva@econ.sumdu.edu.ua">karintseva@econ.sumdu.edu.ua</a>
3	Prof., Doctor of Science, Iryna Sotnyk	Deputy Head of the Department of Economics, Entrepreneurship and Business Administration, Professor.	<a href="mailto:sotnyk@econ.sumdu.edu.ua">sotnyk@econ.sumdu.edu.ua</a>
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5	Assoc. prof., Phd, Yulija Chortok	Associate Professor, Department of Economics, Entrepreneurship and Business Administration.	<a href="mailto:y.chortok@econ.sumdu.edu.ua">y.chortok@econ.sumdu.edu.ua</a>
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7	Assoc. prof., Phd, Bohdan Kovalov	Associate Professor, Department of Economics, Entrepreneurship and Business Administration.	<a href="mailto:b.kovalov@econ.sumdu.edu.ua">b.kovalov@econ.sumdu.edu.ua</a>
8	Assoc. prof., Phd, Olha Lukash	Associate Professor, Department of Economics, Entrepreneurship and Business Administration.	<a href="mailto:olha.lukash@econ.sumdu.edu.ua">olha.lukash@econ.sumdu.edu.ua</a>

## **DESCRIPTION OF THE STUDY PROGRAMME**

### **1 Overview of the Study Programme**

#### **1.1 Programme design and formulation of qualification profile**

The Master's degree programme in Economics (specialization – "Economics and Business Innovation") was registered in 2000 and complies therefore with the Ukrainian law, regulations and general requirements for currently operating study programmes. The Programme is offered in full-time (one and a half year) mode. The total credit point number is 90; the estimated student workload is 30 hours per study credit. The Programme is theoretical and applied in nature. It provides a wide range of scientific approaches and prepares Master's students for the research work. The Programme is taught in Ukrainian.

The purpose of the Programme is to train specialists with in-depth knowledge and practical skills in the field of economic modelling, business diagnostics, strategic planning, asset management and cost of an enterprise, ensuring the competitiveness of domestic and multinational companies. They will be able to apply modern economic, financial, management methods, models and information technologies in socio-economic research, assess possible risks, socio-economic implications of managerial decisions, use scientific approaches to formulate and substantiate effective strategies in economic activity, as well as develop scenarios and strategies for the development of socio-economic systems.

The objectives and learning outcomes of the programme are based on the state standards for this educational field and professional academic level. The profile of the Programme (Appendix 1) identifies general and professional competences which will be developed during the training. It contains jobs titles and descriptors defined in line with the current edition of the National Classifier of Ukraine. The envisaged qualification profile enables students to take up an occupation which corresponds to their qualification and meets the level of the National qualification framework with all its descriptors. Graduates of the programme work for enterprises and organisations from different fields of the economy; local and state authorities; banks, insurance, and leasing companies; higher education and research institutions, analytic centres of regional and national levels as well as other types of organisations. Some of them are employed by international companies in and outside Ukraine.

The EBI programme is characterised by consistency at all three study levels (undergraduate, graduate and doctoral). After obtaining bachelor's degree students may proceed in the EBI second-level (Master's degree) study programme. For those who are planning postgraduate (doctoral) studies at the

University Economics and Environmental Economics PhD study programmes are offered.

The analysis of EBI study programmes of leading Ukrainian higher educational institutions, in particular, Odessa National Polytechnic University, Lviv Business School of UCU (LvBS), Kyiv National Economic V. Hetman University, Kharkiv Regional Institute of Public Administration, showed that their master's programmes differ by educational components or narrow-profile specialization ("Business Economics", "Economical Analytics", "Innovations and Entrepreneurship", "Applied Economics", etc.).

We inclined to think that the advantage of EBI programme which is implemented by the Department of Economics, Entrepreneurship and Business Administration (hereinafter DEEBA) is its universal character and focus on the use of methods for economic processes analysis and substantiation of business projects in the field of innovation activity in different branches of the economy. A framework that regulates the structure of the educational programme, the procedure for its approval, internal monitoring and review is established. The process of external stakeholders' participation in developing, reviewing and monitoring the EBI programme is actively developing as well as the mechanism for students' evaluation of the master's programme. To implement the decisions of the SSU Quality Assurance Council (December 15, 2016) a number of specific measures to involve external stakeholders (employers and alumni) more actively in the process of developing, reviewing and monitoring of study programs are planned. In particular, stakeholders' participation in the process of consideration and approval of the elective disciplines list focused on the development of students' general and professional competences will increase the quality level of the Programme.

## **1.2 Study plan, structure, workload, and mobility**

The EBI study plan, which is approved by the Academic Council of the University, is designed to enable students to achieve the objectives and intended learning outcomes of the programme. To incorporate European dimensions into higher education area, the modular principle of the study plan organization is applied, where each educational component (academic discipline, module, etc.), as a rule, is multiple of 5 ECTS credits.

The EBI study plan contains schedules of the educational process, of examination sessions, a list of compulsory and elective disciplines (courses), internship/practice, preparation of master's thesis and other types of academic work, indicating their workload in ECTS academic credits. The study plan is presented in Appendix 2. Templates of course description are presented in



### Appendix 3.

The success of a student's performance in a study programme depends a lot on an adequate ratio between classroom and self-study load and their effective organisation. The student performs approximately 50% of the total volume of self-study work under the teacher's guidance. The volume of self-study work includes the time required for the student to process the classroom material, the implementation of individual tasks (course papers, calculation works, individual assignments, abstracts, etc.), master's thesis, preparation for the coming classes and assessment activities. Scheduled individual classes and consultations are also included in the general volume of self-study load.

The table below shows the students' workload over the entire study programme duration.

**Table 2.** Master's degree EBI programme workload distribution

	Semester			Total	Percentage
	1	2	3		
Theoretic study hours	112	128	64	304	11.26%
Practice work hours	144	112	64	320	11.85%
Laboratory work hours	0	16	0	16	0.59%
Self-study hours	644	644	322	1610	59.63%
Professional (pre-diploma) practice	0	0	150	150	5.56%
Master's thesis	0	0	300	300	11.11%
Total number of hours	900	900	900	2700	100.00%
Number of final exams	3	3	3	9	
Number of credits	3	3	2	8	
Number of course papers	1	1	1	3	

It can be seen that 1610 hours of the study plan are allotted to self-study, which is 59.63 % of the total student's load. The assignments for self-study work are specified in educational and methodical complexes of disciplines which are available at <https://drive.google.com/drive/folders/1BBLFSUBDo8eMfli7QOG-r33YE4U5anZ4?usp=sharing> as well as other programme-related documents (syllabuses of disciplines, manuals for laboratory classes, manual for writing course paper, the sample of the summative assessment test, manual for writing master's theses, etc.).

Elective disciplines in their content supplement compulsory disciplines and have a multi-profile character. Elective disciplines take into account recent changes in the labour market, the interests of employers, and, together with the cycles of practical training and certification, are aimed at preparing for professional

activities. In the 2018-2019 academic year, new elective disciplines such as "Human Resource Management" and "Scientific Research Paper" as well as "Motivational Mechanism of the Enterprise" and "Practical in-depth training" into "Experimental with in-depth practical training" cycle were introduced. In addition, in the 2019-2020 academic year, it is planned to introduce new elective disciplines "Business Communication and Leadership", "ERP-technology" and "Asset Market Pricing".

The study programme covers 15 subjects (10 compulsory and 5 optional), pre-diploma practice and a Master's thesis. The list of components of the study programme (academic disciplines, course projects, practice, qualifications) is given in Appendix 4. The sequence of disciplines is constructed in such a way that the study of all the following disciplines is provided by previous disciplines, preserving links between partial and general knowledge in particular branches. A sequential scheme for educational components of the study programme "Economics and Business Innovation" is presented in Table 3.

**Table 3.** The Structural-Logical Scheme of the "Economics and Business Innovation" Study Programme

Semester, the volume of workload in credits	Sequence of components acquisition in the study programme
Semester I, 30 credits	SHC 1.1.01, PC 1.1.01, PC 1.1.02, PC 1.2.01, PC 1.2.02, PC 1.2.03
Semester II, 30 credits	PC 1.1.03, PC 1.2.04, PC 1.2.05, PC 1.2.06, PC 2.1.01, PC 2.1.05, PC 2.1.06, PC 2.1.07
Semester III, 30 credits	PC 2.1.02, PC 2.1.03, PC 2.1.04, PC 2.1.07, PP1, MT1

Figure 1 (Appendix 5) illustrates curriculum design with logic relations among study courses, where a logic relation is represented by the one-way arrow.

For example, elective disciplines "Human Resource Management" is taught after the compulsory discipline "Social and Solidarity Economics". By choosing this elective discipline, a student deepens his/her knowledge of effective management for workers organization. The elective discipline "Business Communication and Leadership" is taught after the compulsory discipline "Company's Innovative Potential Management" and the elective one "Motivational Mechanism of the Enterprise". By choosing "Business Communication and Leadership", a student deepens his/her knowledge in the field of effective leadership in a business, knowing how to communicate with all elements of the organization, including employees, managers, customers, and investors. After studying compulsory disciplines "Economics of Development" and "Emergency Economics Modelling" as well as "Resource Saving Economics" and "Operating Activities Planning", a student can choose one of two elective

disciplines such as "Scientific Research Paper" or "Practical in-depth training". After studying compulsory disciplines "Assets Management", "Company's Innovative Potential Management" and "Company's Investment Portfolio Management" as well as studying the elective discipline "Human Resource Management", a student can choose one of two elective disciplines: either "ERP-technology" or "Practical in-depth training". This allows a student to focus on the field of interest.

It would seem that the curriculum is adequately structured and designed to enable students to achieve the objectives and intended outcomes of the programme and to complete the degree within the regular programme duration.

Conditions for participation in the programmes of academic mobility have been widely developed for students of the study programme "Economics and Business Innovation". OB ARI FEM has more than 50 international partners which proved by agreements of cooperation. It actively cooperates with the University of Tartu (Tartu, Estonia), Foggia University (Foggia, Italy), University of Almeria (Almeria, Spain), Alexandru Ioan Cuza University of Iasi (Iasi, Romania), Aristotle University of Thessaloniki (Thessaloniki, Greece) and others within the framework of Erasmus+ program. Therefore, students of the study programme "Economics and Business Innovation" have an opportunity to study for one semester at a partner university. In addition, they can participate in "double diploma" program according to SSU cooperation agreements with University of Economics and Humanities, Bielsko-Biala, Poland (dated 02.02.2014) as well as Tianjin University of Technology, Tianjin, the People's Republic of China (dated 18.03.2015).

Moreover, under cooperation agreements with University of Economics and Humanities (Bielsko-Biala, Poland), Riga Technical University (Riga, Latvia), Technical and Humanitarian Academy (Bielsko-Biala, Poland) and Vistula University (Warsaw, Poland) students and academic staff have opportunity to take short-term trainings and internships (more than 35 students and teachers have already taken part in these programmes).

Students of OB ARI FEM actively take part in summer and winter schools provided by partner universities such as The University of Koblenz-Landau (Koblenz-Landau, Germany), University of Dabrowa Gornicza (Dabrowa Gornicza, Poland), Ilmenau (Ilmenau, Germany), universities of the Baltic states (for example, within the Baltic University Program), etc.

Under the agreement with SITA Starol Sp.zo.o. (Chorzow, Poland) dated 28.07.2014, students participate in the practical training at SITA Starol Sp.zo.o. OB ARI FEM encourages students to take part in academic mobility programs giving them the opportunity to study at SSU as well as at the other foreign university at the same time. Thus, students successfully combine studying at SSU and Fontys

University of Applied Sciences (Venlo, the Netherland), Computer System Institute (Chicago, the USA), Nesna University College (Nesna, Norway) and others.

Students develop their soft skills under the training of Erasmus+ Youth Exchange programme. On average, more than 35 students of OB ARI FEM including "EBI" programme annually take part in different types of academic mobility programmes (from speciality 3-5 students annually).

Today, students of the study programme "EBI" are well-informed about internship/practice programmes in foreign educational institutions and scholarship programmes. Actual information on open calls for academic mobility programmes is constantly updated on the SSU and OB ARI FEM websites. In order to develop students' academic mobility at OB ARI FEM, the international student club has been established. Every Monday at its' meetings students and teaching staff share information and gain experience about academic mobility programmes, help to support and guide newcomers to apply for international mobility programmes such as DAAD, Fulbright, UGRAD, Latvian Scholarship, The Slovak Republic Scholarship, Mitacs, etc.

### **1.3 Current entrance examination process**

The admission rules to SSU were developed by the University's Admissions Committee in accordance with the Conditions of Admission to Higher Educational Institutions of Ukraine, which were approved by the Ministry of Education and Science of Ukraine (Order No. 1236 of October 13, 2016). Current admission rules are included in the Unified State Electronic Education Database and are available at [http://vstup.sumdu.edu.ua/images/docs/prog\\_vstup\\_vuprob/2017/pravila\\_2017.pdf](http://vstup.sumdu.edu.ua/images/docs/prog_vstup_vuprob/2017/pravila_2017.pdf).

So the admission requirements and procedures are formally defined, transparent and the same for all applicants.

Applicants for a Master's degree programme in Economics (specialization – "Economics and Business Innovation") should normally have a BA degree of a recognised Ukrainian university or comparable institution in any field of study. The programme is designed for a wide range of BA graduates of various specialties who would like to get modern knowledge on trends of economics and business for its practical application in future activities. The degree must be completed by the end of the application period. Enrolment of entrants is carried out on the basis of competition point.

Competitive selection for obtaining Master's degree in Economics (specialization – "Economics and Business Innovation") is carried out on the basis of the entrance examinations in Economics and in a foreign language (English, German or French)

for those who have BA diplomas in Economics or closely related field. Applicants who have confirmed their language proficiency level (B2-Independent User or higher) with a valid certificate of Internationally recognised English (IELTS, BEC, FCE, CAE, TOEFL, etc.), French (TEF, DALF, DELF, TCF) or German (DaF, Goethe-Institut) Proficiency Tests are exempt from taking the entrance exam in a foreign language.

Candidates holding other academic qualifications may also be considered for admission provided that they take an additional professional examination in Fundamentals of a Market Economy. Calculation formula of the general competition point is defined in Table 4.

**Table 4.** Competition point calculation formula for the entrants to the Master's degree programme in Economics (specialization –"Economics and Business Innovation")

CP = APD*C1 + PEE*C2 + FLEE*C3+AP*C4			
APD – competition point of Bachelor's degree Diploma Supplement	PEE – competition point of professional entrance exam	FLEE – competition point of foreign language entrance exam	AP – the sum of additional points for special achievements

Competition point consists of 4 components:

- the average score of the Bachelor's degree Diploma Supplement (a 100-point scale);
- the result of a professional entrance exam (a 100-point scale);
- result of entrance examination in foreign (English, German or French) language (a 100-point scale);
- additional points for special achievements in educational and/or scientific activities.

C1, C2, C3, C4 – weight coefficients fixed by the Admissions committee with the accuracy of 0.1.

In compliance with the decision of the Admissions committee, additional points for the special achievements in educational and/or scientific activities are calculated as the sum of points according to their types. Detailed explanations as for mentioned indicators can be found in Rules of Admission to SSU.

According to university regulations, applicants who have obtained their degree abroad, have a separate application system. The documents which certify their academic achievements need a mandatory procedure of recognition and establishment of the equivalence in accordance with the order of the Ministry of Education and Science of Ukraine dated May 05, 2015 No. 504 "Some issues of recognition of foreign documents on education in Ukraine" (Registered in the Ministry of Justice of Ukraine on May 27, 2015 under No. 614/27059). As at the

institutional level, Ukrainian HEIs try to meet the Criteria of the Lisbon Treaty about Recognition of higher education qualifications (Article VI.1), the procedure for recognition is carried out by the competent authority of the SSU, which validates previously gained knowledge. In previous enrolment, there was a practice of applications of this kind so far (according to the regulations above 1 foreign student was enrolled in 2016 and 1 in 2015). Admission rules for applicants from other countries are available at <http://study.sumdu.edu.ua/en/entrants/admission-to-ssu.html>.

The University allows appeals of unsuccessful applicants against admissions decisions. If an applicant believes that his/her application has not been dealt with fairly or believes that University procedures have not been followed properly, then he/she can contact the University's Admissions Office or relevant Faculty Admissions Office in the first instance. Should the issues not be resolved, a formal written complaint will be dealt with by the Director/ the Head of Admissions. The required information about appeals are available at [http://vstup.sumdu.edu.ua/images/docs/prog\\_vstup\\_vuprob/2017/dodatok%209.pdf](http://vstup.sumdu.edu.ua/images/docs/prog_vstup_vuprob/2017/dodatok%209.pdf).

Prospective Students can get additional advice and support at the Research Institute of Development Economics and Business Centre as well as Translating Academic Center "LingvuoStar", which function at the Economics, Entrepreneurship and Business Administration and Germanic Philology departments respectively. Teachers and consultants of these institutions help to define the needed complementary studies for the student to be ready to take part in the entrance exams into the master's degree programme. For example, if the language proficiency level of the entrants is below B2 (the expected level for a Bachelor degree graduates) for any particular reason, they are encouraged to bridge the gap through extra training and are offered optional language courses. Or if the BA degree of entrants is from non-Economics or Management fields of study, they are encouraged to bridge the gap through extra training and are offered optional courses in Economics. The duration of courses and number of hours allotted depends on students' needs.

Enrolment of entrants for Master's degree programme in Economics (specialization – "Economics and Business Innovation") is carried out within the framework of the licensed volume of 45 positions (actual enrolment in 2018 was 15 positions: 12 state-funded and 3 self-paid). All applicants who are offered a place shall be given clear information about conditions of acceptance. All applicants who accept the offer of admission shall be given detailed information about registration and induction at the University in a timely manner before their arrival. All applicants who have firmly accepted offers of a place to study at SSU will be required to matriculate and register in order to become students of the University.

To sum up, the rules of admission to the Master's degree programme in Economics (specialization – "Economics and Business Innovation") are formally defined and ensure the equality of all applicants. The admission rules, examinations programs, and all the necessary information are publicly available and accessible to all applicants. There is a procedure for exemption from entrance exam in a foreign language in the case of the language proficiency level confirmation. All the entrants have a possibility to bridge the gap through extra training.

#### **1.4 Teaching Staff**

Sumy State University aims to create a good working environment for its staff and to support their professional development and well-being at work. Strategic directions for the development of the teaching staff of the University are determined by "Prospects for personnel provision at Sumy State University (with changes and amendments)" approved by the Academic Council, protocol No. 8 of 14.03.2013. The document is available at <http://sumdu.edu.ua/ukr/general/normative-base.html?task>.

Requirements for a lecturer, senior lecturer, associate professor, and professor qualification and position assigned procedures are defined in "Regulations on competitive selection, vacancy filling and conclusion of employment agreements (contracts) for scientific and pedagogical staff at SSU", approved by the Rector's order No. 581-I of 17.10.2016. The document is available at <http://sumdu.edu.ua/ukr/general/normative-base.html?task>.

The employment contracts of the personnel range from one-year contracts (doctoral student) to five-year contracts (associate professors, professors).

The EBI programme covers 15 subjects (10 compulsory and 5 optional), a pre-diploma practice and a Master's Thesis. The 15 disciplines of the study programme are delivered by 12 teachers: 3 professors and 9 associate professors. The Coordinator of the programme, Oleksandra Karintseva, is in charge of the programme general management. The CVs of all teachers who are qualified for the pedagogic position in the Programme and their scientific outcomes can be found in Appendix 6. As can be seen from the CVs academic level of the teaching staff, the broad spectrum of their scientific activities, experience, initiative to apply effective teaching methods, ability to coach students in study planning and career decisions ensure successful achievement of programme goal and objectives.

Teacher responsibilities include the following: educational and methodical work, which covers subject teaching, a Master's Thesis supervision, syllabus

development, participation in in-service professional development courses and projects; development and publication of research findings, abstracts for scientific conferences, monographs, methodical instructions and manuals, textbooks, development and support of distance courses, electronic publications, etc.; supervision of dissertation papers, participation in scientific and technical projects, commissions and councils; international activity, academic mobility; organizational work.

In 2017, the average age of lectures in the Programme amounted 44.5 years, of professors – 56.0 years and of associate professors – 40.1 years. In the same period, an average pedagogic experience of teachers of the Programme was 17.9 years, of coordinating professors and associate professors – 28.7 and 13.9 years respectively.

According to "Regulations on professional development for scientific and pedagogical staff" approved by the Academic Council, protocol No. 4 dated 08.11.2012; order of the Director of 08.04.13 No. 305-I, every teacher should take Professional Development course to upgrade his/her qualification within a five-year term of employment. Since 2014, the average quantity of Professional Development course certificates per teacher was 4.1. From Appendix 6 it can be seen that 100 % of the staff has been engaged in different academic projects. On average, each lecturer has 49.8 research publications and 3.1 academic works during the mentioned period. These facts indicate that teaching personnel constantly improve their competences as well as scientific and academic experience. Pedagogic staff research and academic indicators ensure that Economics and Business Innovation study programme content is based on appropriately updated high-quality materials.

In the last five-year period four members of the teaching staff improved their qualification: associate professor Viktor Oliinyk was promoted to professor; senior lecturers Oleksandr Kubatko, Olexiy Lyulyov, and Bohdan Kovalov were promoted to associate professors. The very fact that approximately 33 % of teaching personnel were promoted illustrates teachers' ambition to constant self- and professional development and effects positively the study programme.

The procedure for attracting foreign visiting/external lectures into the University study programmes is regulated by the Rector's order "Concerning the Involvement of Foreign Experts in Teaching Process" which is available at <http://sumdu.edu.ua/ukr/general/normative-base.html?task=1>. In October 2017, professor L. Hens was invited to give lectures and practical classes for students of the Program as well as to develop scientific cooperation and experience exchange in the field of pedagogical activity.



Thus, it can be inferred that teachers' dedication to continuous self-development and improvement, their professional and academic competences, pedagogic experience and solid research potential meet the requirements for the program implementation and ensure efficient achievement of teaching/ learning outcomes. The attraction of external lecturers-participants in the Programme fosters the process of its internationalization.

### **1.5 Availability of study materials**

The students of EBI Master's degree programme enjoy a well-established system of library and information support. Information and telecommunication system of Sumy State University includes 3514 personal computers connected into a local network with Internet access and a bandwidth of 300 Mb/s, 63 hardware and 108 software servers, a point of free wireless access to a network with the ability to simultaneously connect about 3,500 users. Therefore, the most part of the University campus has coverage with free zones of wireless access to the Internet. The system of the university's common information space is also in function.

The Library Information System gives them an opportunity to access the necessary information through the site of the Central Library (<http://library.sumdu.edu.ua>). Electronic resources of free access are available on the library's website and can be accessed from any computer:

[http://library.sumdu.edu.ua/index.php?option=com\\_content&view=article&id=31&lang=uk](http://library.sumdu.edu.ua/index.php?option=com_content&view=article&id=31&lang=uk).

Through the library's website, students have access to educational resources of the top world universities (the Massachusetts Institute of Technology, Princeton University, Harvard University, etc.), to open educational resources (Coursera, Open Yale Courses, etc.) and to the restricted subscriptions and databases. Students can use the Electronic SSU repository both on-site and online (<http://essuir.sumdu.edu.ua>). The electronic repository contains about 56,000 documents and is steadily included in the Top 350 Ranking Web of Repositories (more than 6 million visits to the repository and more than 14 million documents downloads by users from 159 countries).

The SSU Library collection contains 3.1 million items with 401 thousand titles and is enlarged with more than 29 thousand items yearly. The number of subscribed printed journals is 186 per year, an access to 154 information databases (including up to 14 commercial scientific databases) is provided for university internal network. Librarians periodically deliver lectures and held workshops regarding electronic knowledge database usage tools and methods and inform subject teachers about the latest literature. Customers have free access to equipment for converting, recording and copying information: scanners, printers, copiers, card readers, which are located in the library. There is a possibility of

recording information on memory cards of various mobile devices and removable media. For remote access to teaching/learning materials, the OCW platform of the SSU was invented. The platform allows to bring materials for distance courses, the designer Lectur`ED with the possibility of teamwork on electronic educational resources, materials of the electronic catalog of the library, repository and links to external teaching resources together. For today over 1.8 thousand virtual simulators and interactive demonstrations, more than 155 thousand tests, about 800 video materials and other components of e-learning have been developed. There are also virtual electronic reading rooms. The mentioned resources can and are effectively used by the EBI study programme participants for teaching/learning purposes.

Master's degree study programme "Economics and Business Innovation" is provided with the appropriate library, consulting and informational resources. The electronic version of educational and methodological complexes for each of the disciplines of the Master's programme has been developed by the teachers of the EBI department. The complex includes the syllabus of a discipline; regulations on modular assessment; lecture notes; list of recommended literature; manuals for laboratory classes, for writing course paper; for writing Master's theses; the sample of summative and formative assessment tests. All the methodical materials are periodically updated to meet the goals of the study programme and tailored for students' needs. Master's students have the opportunity to use the teaching/learning materials provided on the website of the department (<http://econ.fem.sumdu.edu.ua>).

On this basis, it may be concluded that EBI programme employs study materials that allow attaining learning outcomes efficiently. A learning environment, which includes computer technology, software products, websites, reading rooms, library collection, and educational electronic materials, has been created to cater to students' needs. Students have free access to all of these resources.

## **1.6 The assessment system and Master's thesis defence**

### **Assessment system**

Assessment is an integral and essential part of the EBI Master's degree programme and is carried out at various times throughout a course. The assessment system of the Programme is developed and updated in compliance with the "Regulation on the organization of the educational process at Sumy State University" introduced by the order of the Rector No. 0452-I dated 22.06.2016. A comprehensive assessment scheme includes both formative and summative assessment which aims to be appropriate to, and compatible with, the purposes and contexts of the learning. Procedures for judging or scoring learners'

performance tend to correspond to the teaching/learning methods used and are consistently applied and monitored. Assessment results yield informative representations of learners' performance in relation to the expected learning outcomes.

Formative assessment is done during a course and provides the opportunity for immediate evidence of student learning in a particular module or at a particular point in it. Its results can lead to syllabus modifications when specific modules do not meet the specified student learning outcomes. As a rule, formative assessment is carried out through written or/ and oral peer and teacher feedback, learner self-assessment, project work evaluation, a short answer test, report feedback, etc. The means of formative assessment for each discipline are presented in the template of the course description (Appendix 3).

Summative assessment is comprehensive in nature, provides accountability and is used to check the level of learning at the end of the module/course. This form of assessment aims to ensure that students have met the module/ course aims and objectives (i.e. achieved the learning outcomes). The summative assessment system includes written examinations, end-of-module/course tests, and Master's thesis defense. For the semester certification, teachers develop exam materials, which include a list of questions (assignments), examination cards and criteria for the assessment of learning outcomes. Examination materials are designed in a way to measure to which extent students have met the learning outcomes (knowledge, skills, and competences) for each individual course.

The assessment is carried out according to the module-rating system. The organization of the module-rating system is based on the subdivision of the course content into modules, systematic assessment of learning outcomes and the accumulation of appropriate rating points. The accumulation scheme is used to motivate students and improve their performance. During a semester student's individual performance (laboratory papers, semester projects, individual works, etc.) is evaluated by a grade. The final grade is calculated after the final exam by summing up all the points gained. The number of points that a student can earn for certain types of activity for each discipline is presented in the template of the course description (Appendix 3). Additional rating points may be awarded for additional types of academic work which are identified by the teacher and can include successful participation in different academic competitions, completion of research projects, surveys and analytical assignments, reports for scientific conferences, etc. At the start of the course, the teacher familiarizes students with the requirements for the course and assessment criteria.

The assessment rests on a 100-point scale and its correlation with the ECTS and the national (four-point) scales which are illustrated by Table 4.

**Table 4.** Assessment scales for the EBI Master's degree programme

Pass/Fail systems	National grade-system	A-FX grade	Points	Description
Pass	5 ("Excelent")	A	90-100 %	excellent performance, outstanding knowledge, and skills
	4 ("Good")	C-B	74-90 %	strong performance, good knowledge, and skills
	3 ("Sufficient")	E-D	60-73 %	knowledge and skills meet minimum criteria
Fail	2 ("insufficient")	F-FX	0-59%	knowledge and skills do not meet minimum criteria / below minimum criteria

### Master's thesis defense procedure

The obtaining of Master's degree in Economics and Business Innovation necessitates writing of the thesis. As a rule, the research is conducted after the completion of the theoretical and practical training cycle and demonstrates the integrity of skills and competences gained. The purpose of the master's thesis is to carry out a theoretical study of the urgent economic problem in a certain area of the economy and substantiate its theoretical and practical solution. The student is supposed to demonstrate the ability to carry out the research project independently and following a plan. Thesis is subject to verification for academic plagiarism. This procedure is assured by the "Regulation on the verification of scientific, educational, methodological, qualification and educational papers for academic plagiarism" and other documents placed in the Register: <http://sumdu.edu.ua/ukr/general/normative-base.html>

At SSU, most Master's theses in EBI are prepared on topics chosen by students themselves, sometimes they are given by companies or other sponsors. In this case, the student must discuss the topic with the sponsor as well as with the professor (or associate professor) who is acting as the supervisor and examiner. The 2018 topics of master's theses are given in Appendix 7. Together with the professor, the student ensures that the subject meets the scientific requirements set for academic theses. The most recent update of the thesis instructions was approved by the vice-rector and are available on the Internet.

The students' thesis is assessed by the Examination commission, which is appointed annually. It is made up of the chairman, his/her deputy, and 3 members. The chairman of the Examination commission is a leading authority in the field, Doctor of Science, a representative of the external academic institution to ensure the validity and transparency of the assessment procedure.

Examination commission of final degree project decides whether student qualification is sufficient to obtain a Master's degree in Economics and Business Innovation. Several indicators are taken into consideration: degree project documentation, quality of presentation, ability to deal with questions, supervisor's and reviewer's comments and grades. Members of the commission evaluate: the compatibility of the final degree project topic; objectives and methods applied in the project; the reliability, relevance, and originality of obtained results; the implementation of the requirements formulated in the objectives; clearness and consistency of presentation and relation to existing works; clearness and validity of conclusions.

The terms for Master's thesis public defense session are determined by the SSU schedule. The student presents his/her research findings (objectives, methods, results, and summary) in the session and answers questions from the Examination commission and the audience, which consists of teaching personnel and students preparing their Master's theses.

The chairperson of the commission presents the report on the quality of final degree project, the results of final degree projects assessment, the compatibility of the topics with the Program aim as well as suggestions for further improvement of the final degree project quality and their defense.

According to the decision of the Examination commission, an applicant for a Master's degree in Economics and Business Innovation who has successfully defended the thesis is assigned relevant qualification and a degree. The Higher Education Diploma/Certificate of a standard type and Diploma supplement is given. The Diploma supplement contains information on the results of students' performance (names of disciplines with the grades/points obtained, the number of ECTS credits (hours), Master's thesis grade, as well as information on the national system of Higher Education in Ukraine.

Given this, it can be deduced that the assessment of student's learning outcomes is clearly defined, includes both formative (in-course) and summative (end-of-year/course) elements and is a subject to continuous evaluation, review and further development as appropriate. The procedure of Master's thesis defense, which is incorporated in the DEEBA ensures the validity and transparency of the assessment.

### **1.7 Programme quality board and its functions**

The key aim of the development plan at SSU is to incorporate quality management into the normal activity of the university, with the underlying idea of continuous improvement. The university's quality management system is

described in the "Quality Assurance System for Educational Activities and Higher Education of Sumy State University" enacted by the decision No. 0452-I from 22.06.2016. The document identifies quality management policy (Appendix 8) and quality assurance procedures and responsibilities and is available on the SSU's intranet and Internet.

Quality assurance system of SSU includes 3 levels: university level, level of institutes (faculties), and level of departments. The university level is represented by the QA Council of SSU and QA Bureau which develop and implement university policy in this field; QA Councils of institutes (faculties) monitor teaching, learning and assessment at their level, consider and evaluate study programmes and make recommendations for their improvement if needed. Programmes quality board members operate at the level of departments and focus mainly on programme design and revision. They are to make sure that the programme meets the desired criteria which include: relevance of the subject content; consistency of teaching/learning methods, desired learning outcomes, and assessment procedures; eligibility of lecturer scientific competence; correspondence of recommended main and supplementary resources to the subject content and level; sufficiency of hardware and software, etc.

The EBI Master's Degree programme quality board is composed of:

Oleksandra Karintseva – Assoc. prof., Phd, Programme Coordinator, Deputy Head of DEEBA; Leonid Melnyk – Head of DEEBA, Prof., Doctor of Science; Iryna Sotnyk – Professor, Doctor of Science, Deputy Head of DEEBA; Yulija Chortok – Assoc. prof., Phd, DEEBA. It should be noted that although external stakeholders (employers, alumni, students) are not members of the board, they, as well as any teacher of the programme can contribute to the quality assurance procedures of the programme. The quality board co-operates with the Expert Council of Employers on a regular basis, however, the existing SSU's normative base stipulates the existence of these structures separately.

The Coordinator of the Programme, Oleksandra Karintseva, is in charge of the Programme general management. The functions of the quality board cover: coordination of the main elements of the educational program (competences, learning outcomes, structure of the curriculum, variable components), development of the criteria for the assessment of students' levels of achievements; incorporation of student-centered forms and methods of teaching/ learning that are adequate to the achievement of the intended objectives of the program; control of conformity of disciplines methodical complex and practice tasks; methodical recommendations for self-study and projects; research guidelines.

The EBI Master's Degree programme is reviewed on an annual basis. Usually, the amendments, which result from comparative analysis of similar programmes in Ukrainian and foreign higher education institutions and recent findings in the field, are made to a course content. The harmonization of the course content in the programme, including the problem of overlaps, is also the responsibility of quality board members. A coordinating lecturer is in charge of timely updating of the discipline. If needed, any module or curriculum as a whole can be a subject to revision and improvement. The head of the board (the Coordinator of EBI study programme) presents initiatives to the QA Council of the institute for the final decision.

To sum up, study programme development and updating is a continuous process which, among others, involves feedback from students, employers and other relevant stakeholders.

## **2 Evaluation of the Study Programme**

### **2.1 Basic Statistics**

In the 2017-2018 academic year, 16 persons were enrolled in the study programme and the teacher-student ratio was 1:1.45. It can be assumed that every student was given enough attention to during different types of educational activities.

All the enrolled students are Ukrainian.

#### **The success rate of the current finalist**

The student progress is carefully monitored throughout their academic stay at the OB ARI FEM. The program follows continuous assessment procedures. The results of students' performance are carefully recorded and monitored by the DEEBA and passed on to the institute's Quality Assurance Council. The institute, the Head of Department, and the Director meet on a regular basis to discuss all student related issues. Attendance records, class performance records, individual assignments, mid-term and end- of- year examination marks of all Master's students are also maintained. Overall performance rate of 2018 Master's student is 77.92. There was no students' attrition (drop-outs) during the specified period.

#### **Overall results of Master's thesis defense**

In the 2017-2018 academic year, 12 students successfully graduated with the Master's degree, out of which 4 students were awarded the degree with honours. In OB ARI FEM a student is awarded a degree with honours if he or she maintains

the average score of 4.75 or above, Master's thesis of A-grade and completes the program within regular 3 semesters. The overall performance rate of 2018 Master's graduate was 82.3.

The results of 2018 Master's thesis defense were the following: A – 8 (67%), B – 1 (8%), C – 2 (17%), D – 0 (0%), E – 1 (8%) with the average score of 87,3. The distribution of marks for the master's thesis reflects institutional guidelines for the letter grading and the average grade for mandatory courses.

### **Data on the employability of graduates**

The competitiveness of graduates of the study programme is demonstrated by their employment rate according to obtained qualification; unemployment rate; employment rate in other fields than the one studied within the programme. OB ARI FEM and DEEBA have been developed a comprehensive tracking mechanism of graduates' employment and a mechanism for monitoring the evolution of graduates' career. In addition, a database of graduates and OB ARI FEM's alumni association are being created. Moreover, the alumni community is being developed on the social network Facebook.

## **2.2 Evaluation of the Study Programme by students**

With the purpose of getting feedback on the EBI Master's degree program, the QA Council of SSU conducted a survey of 12 Master's students enrolled in 2017 (Appendix 11). The following conclusions can be made on the basis of the comprehensive analysis of the completed questionnaires:

### **positive aspects:**

- high level of theoretical knowledge (91.7% of the students' assessed knowledge gained through the study programme positively);
- the relevance of information (91.7% of respondents indicated that the provided information is of high quality, accessible and up-to-date);
- high level of the organizational support of the educational process (91.7% and 100% of the students noted the positive attitude of the support staff of the dean's office and teachers respectively);
- the high quality of provided educational materials and teachers' background (100.0% of respondents satisfied the quality of study materials and teaching skills of academic staff);
- 50.0% of the students assessed general competences (presentation skills, teamwork skills, ability to discuss and protect your own thoughts) as "good", 41.7% - "very good";
- high availability of opportunities for academic mobility (91.7% of respondents assessed positively the academic mobility opportunities provided);



- the opportunity to be engaged in research activities (83.3% of respondents are fully satisfied with the research opportunities provided);
- 83.3% of respondents assessed the possibility of a wide choice of disciplines positively;
- positive assessment of the quality of the classroom (75%) and a schedule of training sessions (83.3%);
- 75.0% of respondents assessed the sufficiency of scientific and research skills as "very good" or "good";
- a high awareness about the study programme (66.7% of respondents had enough of information about the chosen program before they were enrolled to magistracy, 88.3% assessed positively the quality of information about the educational program of a specialty on the Web-pages of the faculty);

**negative aspects:**

- 58.3% of respondents indicated that there was a lack of new information regarding their job;
- 50.0% of the respondents reported a lack of practical skills;
- 50% of the students mentioned a low importance of contacts for the future;
- 25% of respondents indicated a low rate of internship at the enterprise.

Within the framework of "Enhancement of Capacity Building Process in Quality of Education and Research at SNAU and SSU," project a survey to evaluate the quality of some Programme's disciplines (Business Diagnostics, Assets Management, Managing Business Processes in a Global Environment, Enterprise Potential Management) was conducted. Students were asked to fill in questionnaires (Appendix 12), the results of which are below:

**positive aspects:**

- the vast majority of students (approximately 98%) are satisfied with the schedule, which ensures the regularity of lectures and individual work;
- 95.83% of respondents indicated that they understood the topics of the disciplines due to having enough knowledge gained while studying other disciplines;
- the vast majority of students (92%) reported that material presented in textbooks and study aids was sufficient for studying the disciplines;
- 92% of respondents indicated a high professional level of teachers since the disciplines' material was relevant and of high-quality;
- approximately 94% of respondents are satisfied with their knowledge received as a result of studying the disciplines;
- approximately 96% of respondents are satisfied with the classrooms where the disciplines' classes were held;
- 92% of respondents are satisfied with the level of classrooms' equipment involved in the educational process within the disciplines;

- 69% of respondents would clearly recommend disciplines to their friends;

**negative aspects:**

- 10% of respondents noted that they were not satisfied with the clarity of determining the criteria for assessing student knowledge of the disciplines;
- approximately 14% of respondents are not satisfied with the level of practical skills acquired while studying the disciplines;
- approximately 18% of respondents noted there was not enough attention paid to the formation of general competences (problem-solving and decision-making skills, presentation skills, etc.).

In general, students' satisfaction with the disciplines being studied is noted. Students indicate their positive attitude to the schedule, level of knowledge on the disciplines, educational material, criteria for knowledge assessing, conditions and forms of conducting exams, information support provided within the disciplines, rooms and technical assistance, etc. However, while teaching the disciplines it is necessary to pay more attention to forming practical skills that graduates of higher education can receive after mastering the material, using interactive learning tools.

### **2.3 Evaluation of the Study Programme by external stakeholders**

External stakeholders (employers) are involved in the process of evaluation and improvement of the programme as well. In order to ensure the high quality of professional training, the Employers Expert Councils (hereinafter EEC) was founded on the basis of cooperation between the University's departments and interested enterprises and organizations (Rector's Order No. 0966-I dated November 03, 2015 "On the Establishment of Expert Councils of Employers": [http://sumdu.edu.ua/ukr/general/normative-base#section\\_17](http://sumdu.edu.ua/ukr/general/normative-base#section_17)).

Companies represented in the Employers Expert Councils (hereinafter EEC) are "Avis-Ukraine" LLC, "Guala Closures Ukraine" Ltd., "Technologii" JSC, "Ampli-Sensor" LLC, "Ukrneftezapchast" LLC, Communal Enterprise "Vodokanal Bilopillya", "TRIN-KP" LLC. In cooperation with employers (some of them are graduates of the Faculty/Institute), the level of students job-related skills, the need for new competences, changes to the curriculum, and the need for specialists in specific areas can be analyzed more efficiently.

In compliance with the Rector's order, the composition of the EEC for the specialty "Economics" was approved (Appendix 9) and its action plan for 2018 was developed (Appendix 10). To implement the decisions of the SSU Quality Assurance Council (December 15, 2016) a number of specific measures to involve external stakeholders (employers and alumni) in the process of developing, reviewing and monitoring of study programs are planned.

In order to evaluate the EBI Master's degree program in November 2018 a survey of the EEC members and other employers was conducted (Appendix 14). As the analysis of the questionnaires demonstrates, the majority of graduates of the Programme are characterized as purposeful, knowledgeable, talented, possessing sound business communication and problem-solving skills. On this basis, the employers noted a high level of professional (92%) and general (100%) competences of the graduates. The data of the conducted research reveals that the graduates of the Programme are well qualified for obtaining a job in the modern labour market and are in demand in the industry.

## **2.4 Evaluation of teachers**

The issue of teachers' evaluation is at the initial stage of its development. Sumy State University has developed requirements for applicants for positions of scientific and pedagogical staff. The procedure and the conditions for the conclusion of employment agreements are clearly specified. When concluding a contract for the next period, the performance of the teaching staff is evaluated by the head of the department, the director of the institute, the vice-rector, and the rector. During the academic year, teachers' competences are assessed by the head of the department and peers through lessons observations, open lectures, analysis of scientific outcomes, etc.

Despite this, the issue of teachers' evaluation by external stakeholders is at the initial stage of its development. The QA Council has designed a questionnaire for teachers' evaluation by students. Therefore, for 2017-2018 academic year students rated the work of 10 teachers who taught 11 disciplines. The results confirm the good quality of the organization of educational activities: 50% of teachers got "average" assessment and 50% "above average".

## **2.5 Report from alumni**

In Sumy State University QA Council and QA Bureau deal with the issues related to the study of graduates' opinions on the quality of study programmes. The evaluation of the EBI programme by 26 alumni was performed through a questionnaire designed by the Laboratory for Monitoring the Quality of Educational Activities in November 2018 (Appendix 13). The data of the conducted research allows us to make a number of conclusions.

Positive aspects of the "Economics and Business Innovation" study programme implementation:

- high level of graduates' employment. At present 88.5% of the polled alumni of the EBI programme are employed in the field of their specialty, which testifies

to their sound professional and communicative competences and demand for them in the industry;

- satisfaction of graduates with the acquired competences and with the ability to apply them in practice. 75.9% of the polled students positively assessed the knowledge and skills gained through the educational program;
- satisfaction of graduates with the information and materials support. The majority of respondents (75.9%) indicated sufficient access and appropriateness of the study materials and other information resources;
- effective organization of training procedure. 86.2% of respondents are fully satisfied with the way the Programme was organized (lectures, schedule, examinations);
- satisfaction of graduates with academic (international) mobility. 68.9% of graduates positively assessed the opportunities of academic (international) mobility.

Negative aspects of the "Economics and Business Innovation" study programme implementation:

- the practice/internship in companies is mostly of the formal character, which prevents students from proper adaptation in the future profession. It was noted by 38% of the polled;
- 51.7% of the graduates do not apply frequently the whole complex of competences (knowledge, skills) acquired at the university in their activities and 17.2% of the polled do not apply them at all.

## **2.6 Examples of recent programme graduates**

At SSU we believe that delivery of our mission can be measured by the impact of our graduates on the world of business and society. No matter where they go next, the academic work that our graduates have been engaged in while at OB ARI FEM and the learning experiences they have had outside the classroom have prepared them for leadership roles in the world beyond the University. Exposure to many academic disciplines, a deep dive into their major area of specialization, and opportunities to apply classroom learning in real-life settings all of this has provided our graduates with the expertise and skills to ensure professional success. We put together a list of EBI programme most successful /influential graduates:

Graduates of 2018 Programme:

Tetiana Marchenko – “Guala Closures Ukraine” Ltd, Office Manager; Petro Svitko – Department of Declaration, Yusupov Mamurbek – “Sumyfitofarmacia” Ltd., Customs Clearance Agent; Iryna Skliar – Accounting Department, Sumy State University, Accountant.

Graduates of recent programmes:

Yevheniia Bedrina - "ExpoPromo Group" Ltd, Business Development Manager, Kyiv, Galina Shaban - Mindsquare Gmb in Germany, SAP- consultant, also Koln University graduator, Yana Sibileva – beauty salon "Beatriche" in Sumy, director, Olena Nekrutenko – "Avis-Ukraine" Ltd., Sumy, Head of Planning and Economic Department; Iryna Tereschenko – Sales Department, "GualaPack Ukraine" Ltd., Manager; Valentina Melnyk – Massey University, Palmerston North, New Zealand, Professor of Marketing and Consumer Research; Vladimir Melnyk – Department of Business Administration, Carlos III University of Madrid, Madrid, Spain, Assistant Professor of Marketing; Galina Shogan – Baxter Healthcare Corporation, Deerfield, Chicago, Illinois, USA, Operation/Reporting Analyst.

To conclude, the purpose of EBI Master's Degree programme evaluation is to facilitate its continuous improvement. The programme evaluation reveals that the programme's learning outcomes are up-to-date and relevant and that the courses included in the programme are designed with learning activities and forms of assessment which ensure that students achieve the intended learning outcomes and complete the degree within the regular programme duration. The evaluation also helps to make sure that the programme has a place in the SSU's social mission and is relevant to the labour market and society in general.

## APPENDIXES

### Appendix 1

<b>1. The study programme profile</b>	
<b>1.1. General information</b>	
<b>Full official name of the higher educational establishment</b>	Sumy State University
<b>Full name of the structural unit</b>	Oleg Balatskyi Academic and Research Institute of Finance, Economics and Management Department of Economics, Entrepreneurship and Business-Administration
<b>The higher education degree and the name of the qualification</b>	Master in Economics
<b>The official name of the study programme</b>	Economics and Business Innovation
<b>The diploma type and the volume of the study programme</b>	Master's degree, unitary, 90 ECTS credits, training period – 1,5years
<b>Availability of accreditation</b>	Accreditation Commission. Ukraine. Certificate – НД-IV, No. 1983409. Validity – 01.07.2026.
<b>Cycle / Level of Higher Education</b>	Second level of higher education (Law of Ukraine «On Higher Education»), NQF – 7 level, QF-LLL – 7 level, FQ-EHEA – second cycle
<b>Prerequisites</b>	Bachelor's degree
<b>Language(s) of teaching</b>	Ukrainian
<b>The duration of the study programme</b>	Until 01.07.2026.
<b>Internet address of the permanent description of the study programme</b>	<a href="http://econ.fem.sumdu.edu.ua">http://econ.fem.sumdu.edu.ua</a>
<b>1.2. The purpose of the study programme</b>	
The programme is designed in accordance with the mission and strategy of the University and is aimed at the development of students' in-depth theoretical knowledge and practical skills and economic thinking, management and practical skills needed for analysing economic processes, substantiating business processes in the area of innovative activity, solving the problems of	

subject-matter activity domain which at the corresponding level of professional activity would enable them to efficiently perform their practical tasks oriented at exploring and solving specialised and practical issues in the sphere of economics and business innovations.	
<b>1.3. Characteristics of the study programme</b>	
<b>Subject area of the study programme</b>	Social and Behavioral Sciences: Economics
<b>Orientation of the study programme</b>	Educational-professional. Emphasis is on forming the ability to solve complex specialized tasks and practical problems in the sphere of economics and business innovations.
<b>The main focus of the study programme and specialization</b>	General education in the field of economics and business innovation. The programme is based on modern scientific research in the field of economics and business-innovation, takes into account the latest achievements in economic knowledge development (theories, methods, applied economic mechanisms). Key words: economics, innovations, business, national economy.
<b>Features of the programme</b>	Internal and international academic mobility is available; the programme is offered in English, dual study programme (internship for up to 5 months at distinguished domestic and foreign companies).
<b>1.4. Eligibility of graduates for employment and further education</b>	
<b>Suitability for employment (according to the National Classifier of Ukraine) of</b>	<p>«Economist», code CP 2441.2;</p> <p>«Economist in accounting and business analysis», code CP 2441.2;</p> <p>«Economist in agreement and claims work», code CP 2441.2;</p> <p>«Economist in material and technical provision», code CP 2441.2;</p> <p>«Economist in international trade», code CP 2441.2;</p> <p>«Economist in planning», code CP 2441.2;</p> <p>«Economist in taxes and duties», code CP 2441.2;</p> <p>«Economist in labour», code CP 2441.2;</p> <p>«Economist in financial work», code CP 2441.2;</p> <p>«Economist in sales», code CP 2441.2;</p> <p>«Economist in pricing», code CP 2441.2;</p> <p>«Economist in computing (information-computing) centre», code CP 2441.2;</p> <p>«Economist-statistician», code CP 2122.2;</p> <p>«Researcher (economics)», code CP 2441.1;</p> <p>«Teacher of the higher educational institution», code CP 2310.</p> <p>«Observer in economic issues», code CP 2441.2;</p> <p>«Economic advisor», code CP 2441.2;</p> <p>«Assistant for the head of an enterprise (institution, establishment)», code CP 3634.1;</p> <p>«Director (head, other leader) of an enterprise», code CP 1210.1;</p> <p>«Director (head) of small industrial enterprise (firm)», code CP 1312;</p> <p>«Director (head) of a small trading firm», code CP 1314.</p>

<b>Further training</b>	Opportunity to continue studying at third (PhD) level of higher education as well as improve qualification and get the additional post-graduate education in economics programmes or interdisciplinary programmes related to economics.
<b>1.5. Teaching and assessment</b>	
<b>Teaching and learning</b>	Student-centered learning, problem-oriented learning, e-learning in OCW system of SSU, self-studying. Teaching is conducted in the form of lectures, multimedia lectures, interactive lectures, seminars, practical classes, laboratory works. There is also self-study work with the possibility of consulting with a teacher, e-learning in individual educational components, individual classes, group project work, dual study (17-week practice-oriented study on practical bases).
<b>Assessment</b>	The study programme provides formative (written and oral comments and tutorials of teachers in the process of learning, forming self-assessment skills, involving students into the process of assessing each other) and summative (written examinations in academic courses, evaluation of the current work during the study of individual educational components (written essays, presentations, testing), defence of practice reports, defence of course papers (projects), public defence of master's thesis) assessment which defines the achievement level of expected study results of the programme.
<b>1.6. EBI Programme competences</b>	
<b>Integral competence</b>	The ability to identify and to solve complex specialized tasks and practical problems in the field of economics and innovation as well as in the study process, which implies implementing theories and methods of economic science and is characterized by complexity and uncertainty of conditions. and requirements.
<b>General competences (GC)</b>	GC1. The ability to think critically and generate new ideas. GC2. The ability to abstract thinking, analysis, synthesis, and the establishment of interconnections between phenomena and processes. GC3. The ability to demonstrate leadership skills, motivate people. GC4. The ability to communicate professionally. GC5. The ability to innovate. GC6. The ability to design and manage projects. GC7. The ability to act consciously and socially responsible on the basis of ethical considerations and principles of academic integrity. GC8. The ability to conduct research and present the results.



<p><b>Professional competences of the specialty (PC)</b></p>	<p>PC1. The ability to apply scientific, analytical, methodical tools for managing economic activity.</p> <p>PC2. The ability to communicate effectively in a foreign language in the sphere of economy.</p> <p>PC3. The ability to collect, analyze and process statistical data, scientific and analytical materials that are necessary for solving complex economic problems.</p> <p>PC4. The ability to use modern information technologies and economic and mathematical methods and models for the study of economic and social processes.</p> <p>PC5. The ability to understand the key trends of socio-economic and demographic development.</p> <p>PC6. The ability to formulate professional tasks in the field of economics, choose the appropriate directions and appropriate methods for their solution, taking into account the available resources.</p> <p>PC7. The ability to substantiate managerial decisions on the effective development of business entities.</p> <p>PC8. The ability to assess possible risks, socio-economic consequences of managerial decisions.</p> <p>PC9. The ability to apply a scientific approach to the formation and substantiation of effective strategies in economic activity.</p> <p>PC10. The ability to develop scenarios and strategies for the development of socio-economic systems.</p> <p>PC11. The ability to plan and develop projects in the field of economics, carry out its informational, methodical, material, financial and personnel support.</p> <p>PC12. The ability to use corresponding tools for analysis of business environment and conducting the systematic and structural analysis of investment and innovation activities of companies.</p> <p>PC13. The ability to identify modern trends of world scientific and technological progress, develop and implement various innovations, conduct the analysis of a company's technical and technological level correspondence to world modern level.</p>
<p><b>1.7. Programme learning outcomes (PLO)</b></p>	
<ol style="list-style-type: none"> <li>1. To formulate, analyze and synthesize solutions of scientific and practical problems at the abstract level by decomposing them into constituents.</li> <li>2. To demonstrate skills to make decisions independently, leadership skills and ability to work in a team.</li> <li>3. To demonstrate communication skills in professional and academic circles in official and foreign languages.</li> <li>4. To do research, generate new ideas, innovate.</li> <li>5. To substantiate and manage projects or complex actions.</li> <li>6. To demonstrate high social responsibility and adhere to the principles of academic integrity.</li> <li>7. To evaluate the results of their own work and be responsible for personal professional development.</li> </ol>	

8. To select and use necessary scientific, methodological and analytical tools for managing economic activity.
9. To collect, process and analyze statistical data, scientific and analytical materials necessary for solving complex economic problems.
10. To substantiate solutions in conditions of uncertainty requiring the application of new approaches and economic-mathematical modelling and forecasting.
11. To apply modern information technology in socio-economic research.
12. To formulate new hypotheses and scientific tasks in the field of economics, choose the appropriate directions and appropriate methods for their solution, taking into account available resources.
13. To substantiate managerial decisions on the effective development of business entities.
14. To evaluate possible risks, socio-economic implications of managerial decisions.
15. To apply scientific approaches to the formation and substantiation of effective strategies in economic activity.
16. To develop scenarios and strategies for the development of socio-economic systems.
17. To organize the development and implementation of projects in the field of economics, taking into account informational, methodological, material, financial and human resources.
18. To conduct the interdisciplinary analysis of socio-economic phenomena and issues in one or several professional areas.
19. To substantiate the establishing of strategic and rolling plans for enterprise activity, develop a business plan, conduct the evaluation for investment and innovation projects implementation at an enterprise.
20. To acquire skills of methodical and scientific research in the sphere of economics, business, economic analysis, investments, and innovation as well as research results implementation in the business practice of enterprises and public institutions.
21. To use acquired new knowledge in economics and business innovation in practice as well as use computer technologies for preparation texts, documents, gaining information from material sources or the Internet.
22. To develop complex innovative solutions for current scientific tasks taking into account the specifics of economic, political, social and other processes which take place at an industry, national and global levels.

**1.8. Resource support for the implementation of the programme**

<b>Personnel support</b>	<p>The main composition of the teaching staff of the study programme consists of the teaching staff of the Department of Economics, Entrepreneurship and Business Administration of OB ARI FEM. For teaching separate courses in accordance with their competence and experience the teaching staff of the Academic and Research Institute of Business Technologies "UAB" and of the Faculty of Foreign Philology and Social Communications of SSU is involved.</p> <p>The courses of the study programme "Economics and Business Innovation" are coordinated by 12 lecturers: 3 professors and 9 associate professors. The Coordinator of the study programme, which carries out general management of it, is Oleksandra Karintseva. All lecturers are qualified for the pedagogic position in the second-level study programme. Staff academic education level, a broad spectrum of scientific activities, teaching experience, an initiative to apply effective teaching methods, productivity in various fields of scientific research and education, ability to coach students in study planning and career decisions ensures successful achievement of programme goals and objectives.</p>
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	<p>All lecturers of the Programme are active and acknowledged scholars who publish their works in domestic and foreign scientific journals, have corresponding professional competence and experience in teaching, research, and pedagogy. They are also contributors to international projects and grants as well as undergo international internships.</p> <p>The practically oriented character of the study programme implies broad participation of professional-practitioners from the business environment as lecturers, in particular, top managers and leading specialists of regional enterprises, which work in different fields of economic activity. Among such enterprises are "Kusum-farm" Ltd, "Kerameya" Ltd, "Avis-Ukraine" Ltd and others.</p> <p>The Programme Coordinator and teaching staff comply with the requirements of Licensing conditions for teaching activity at educational establishments.</p>
<p><b>Material and technical support</b></p>	<p>The Programme study process takes place in specialized rooms fitted with audio-visual equipment and necessary technical tools. The premises, material, and technical provision of all departments, which take part in providing study process, are involved.</p> <p>Study classes take place in 24 multimedia lecture rooms, 6 computer classes equipped with licensed operational systems from Microsoft and applied software packages from Microsoft, Autodesk, Intel, Delcam, Adobe, Abby, Cisco, AnSys, Solid Works, Symantec, NetClass Pro, MikTeX, Profix and others. In the study process there are used modern informational and communicative technologies, in particular, distance learning, "Testing" and "E-learning" information systems, informational library system as well as SSU web-system.</p> <p>Study process implies involving the material and technical base of regional enterprises such as "Guala Closures Ukraine" Ltd, JSC "Technologiya", PrEn "Spetsobladnannia", CB "PrivatBank", "Kerameya" Ltd, "Avis-Ukraine" Ltd and others that allows integrating students learning into their scientific and production activity.</p> <p>All the premises and equipment meet hygienic norms and safety requirements. Classroom workspace capacity is sufficient. EBI technical staff provides maintenance and support for all installed equipment and ensures that it is fully compatible and safe.</p>
<p><b>Information, educational and methodological support</b></p>	<p>The university has a well-established system of library and information support for all categories of readers. Students and teaching staff of the Programme can use the library-informational building, inter-institutional scientific library, separate libraries, and librarian points at academic and scientific structural departments of SSU. In addition, virtual reading rooms are available. The Library Information System gives an opportunity to access the necessary information through the site of the Central Library (<a href="http://library.sumdu.edu.ua">http://library.sumdu.edu.ua</a>). Electronic resources of free access are available on the library's website and can be accessed from any computer (<a href="http://library.sumdu.edu.ua/index.php?option=com_content&amp;view=article&amp;id=31&amp;lang=uk">http://library.sumdu.edu.ua/index.php?option=com_content&amp;view=article&amp;id=31&amp;lang=uk</a>).</p> <p>Informational resources of SSU library for the Programme are formed according to its subject domain and modern research trends in the economics field. Students can access all printed editions in different</p>

	<p>languages including monographs, study manuals, textbooks, dictionaries, etc. Also, they can look through literature either with the help of traditional search tools at the library or using the Internet and access to databases. Higher education acquirers are able to use Ukrainian databases and reference system “Leonorm-Inform”, scientific and educational telecommunication network “URAN”, electronic library of Ukraine “ELibUkr”, “Informatio-Consortium” association as well as databases in English like Scopus, Web of Science and The Journal of Solid Waste Technology and Management. In addition, through the library's website, students have access to educational resources of the top world universities (the Massachusetts Institute of Technology, Princeton University, Harvard University, etc.) as well as to open educational resources (Coursera, Open Yale Courses, etc.). Access to all library databases is provided in SSU internal network. Students can use the Electronic SSU repository both on-site and online (<a href="http://essuir.sumdu.edu.ua">http://essuir.sumdu.edu.ua</a>). These resources can be effectively used by the EBI study programme participants for teaching/learning purposes.</p> <p>Students are supported with methodical materials (textbooks, lecture presentations, lecture notes, methodical manuals for practical and laboratory classes, seminars, individual sessions, etc.) prepared by lecturers and available in printed or electronic form.</p> <p>SSU e-learning system provides access to study materials in Ukrainian and English on the subjects of the Programme, including 150 virtual and interactive demonstrations, 60 tests and 400 other e-learning study and methodical objects. For remote access to study and methodical materials, SSU OCW platform has been developed. It allows connecting distance-courses materials and Lectur`ED constructor as well as enables the collective working on electronic study resources, materials from library electronic catalogue, SSU repository and links to external study resources. Methodical objects are regularly updated and adjusted to the purposes of the Programme.</p>
<b>1.9. Academic mobility</b>	
<b>Internal academic mobility</b>	<p>Internal academic mobility is based on the bilateral agreements between SSU and more than 20 universities in Ukraine. Among them are the following: National University of Ostroh Academy (agreement from 01.03.2016), Odessa I.I. Mechnikov National University (agreement from 20.10.2015), Poltava National Technical Yuri Kondratyuk University (agreement from 22.11.2015) and others.</p>
<b>International academic mobility</b>	<p>International academic mobility is based on the bilateral agreements between SSU and foreign partner universities: University of Foggia (Italy, agreement from 04.09.2015); University of Ecology and Management in Warsaw (Poland, agreement from 28.11.2014 (framework) and from 3.09.2015 (Erasmus+)); University of Tartu (Estonia, agreement from 5.09.2016); Aristotle University of Thessaloniki (Greece, agreement from 27.09.2016); University of Cyprus (Cyprus, agreement from 10.01.2017); Alexandru Ioan Cuza University of Iasi (Romania, agreement from 16.01.2015).</p>

<b>Teaching foreign applicants for higher education</b>	Possible after completing the Ukrainian course.
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**V PLAN OF EDUCATIONAL PROCESS**

№	STUDY SUBJECTS	Distribution by semester			Number of ECTS credits	Number of hours						Distribution of hours per week by semester		
		Examinations	Credits	Course papers		total	classroom			self-study work	I year		II year	
							total	including			Semesters			
								lectures	practice		labs	1	2	3
									Number of weeks in the semester					
									16	16	16			
									13	14	15			
<b>1. SOCIAL-HUMANITIES COURSES</b>														
<b>1.1 COMPULSORY COURSES</b>														
SHC 1.1.01	Foreign language for professional purpose		1		5	150	32		32		118	2		
	<b>Total</b>				<b>5</b>	<b>150</b>	<b>32</b>		<b>32</b>		<b>118</b>	<b>2</b>		
<b>2. PROFESSIONAL COURSES</b>														
<b>2.1. COMPULSORY COURSES</b>														
<b>2.1.1. Compulsory courses in Economics</b>														
PC 1.1.01	Economics of Development		1		5	150	32	16	16		118	2		
PC 1.1.02	Social and Solidarity Economics		1		5	150	32	16	16		118	2		
PC 1.1.03	Emergency Economics Modelling		2		5	150	32	16		16	118		2	
	<b>Total</b>				<b>15</b>	<b>450</b>	<b>96</b>	<b>48</b>	<b>32</b>	<b>16</b>	<b>354</b>	<b>4</b>	<b>2</b>	
<b>2.1.2. Compulsory courses for the study programme "Economics and Business Innovation"</b>														
PC 1.2.01	Business Diagnostics	1		1	5	150	64	32	32		86	4		
PC 1.2.02	Resource Saving Economics	1			5	150	48	24	24		102	3		
PC 1.2.03	Operating Activities Planning	1			5	150	48	24	24		102	3		
PC 1.2.04	Assets Management	2		2	5	150	64	32	32		86		4	
PC 1.2.05	Company's Innovative Potential Management		2		5	150	48	24	24		102		3	
PC 1.2.06	Company's Investment Portfolio Management	2			5	150	64	32	32		86		4	
	<b>Total</b>				<b>30</b>	<b>900</b>	<b>336</b>	<b>168</b>	<b>168</b>		<b>564</b>	<b>10</b>	<b>11</b>	
<b>2.2 ELECTIVE COURSES</b>														
<b>2.2.1 Elective courses for the study programme "Economics and Business Innovation"</b>														
<b>Elective courses #1</b>														
PC 2.1.01	Human Resource Management	2			5	150	48	24	24		102		3	
PC 2.1.02	Business Communication and Leadership	3			5	150	32	16	16		118			2
PC 2.1.03	ERP-technology	3			5	150	48	24	24		102			3
PC 2.1.04	Asset Market Pricing	3		3	5	150	48	24	24		102			3
PC 2.1.05	Scientific Research Paper		2		5	150					150			
<b>Elective courses #2 Experimental with in-depth practical training</b>														

PC 2.1.06	Motivational Mechanism of the Enterprise		2		5	150	48	24	24		102		2	
PC 2.1.07	Practical in-depth training		2,3		20	600					600			
	<b>Total</b>				<b>25</b>	<b>750</b>	<b>176</b>	<b>88</b>	<b>88</b>		<b>574</b>		<b>3</b>	<b>8</b>
<b>3. PRACTICE</b>														
PP1	Pre-diploma practice		3		5	150					150			
	<b>Total</b>				<b>5</b>	<b>150</b>					<b>150</b>			
<b>4. FINAL EXAMINATION</b>														
MT1	Master's thesis		3		10	300					300			
	<b>Total</b>				<b>10</b>	<b>300</b>					<b>300</b>			
	<b>Total</b>				<b>90</b>	<b>2700</b>	<b>640</b>	<b>304</b>	<b>320</b>	<b>16</b>	<b>2060</b>	<b>16</b>	<b>16</b>	<b>8</b>
	<b>Number of hours per week</b>													
	<b>Number of exams</b>										3	3	1	
	<b>Number of credits</b>										2	2	1	
	<b>Number of course papers</b>										1	1	1	

Deputy Head of the Department of Economics, Entrepreneurship and Business Administration

O.I. Karintseva

Head of the Department of Economics, Entrepreneurship and Business Administration

L.G. Melnyk



## Appendix 3

### Course descriptions

<b>Title</b>	<b>Foreign language for professional purpose</b>
<b>Level</b>	7
<b>Semester</b>	1
<b>Person responsible for the module</b>	Phd, Otroshchenko L.
<b>Lecturer</b>	Otroshchenko L.
<b>Language</b>	English
<b>Relation to curriculum</b>	Compulsory
<b>Credit point</b>	5 credits ECTS
<b>Workload</b>	150 hours, contact hours – 32, self-study – 118.
<b>Type teaching, contact hours</b>	The module is delivered in the form of training sessions – 32 contact hours. Integrated approach is used with a special focus on the development of reading skills and strategies.
<b>Recommended pre-requisites</b>	Developing Business Contacts, Presentations, Meetings, Writing for Professional Purposes.
<b>Aims</b>	To develop students' skills, knowledge and competences in English to enable them to communicate effectively in their professional environment; to enable students to develop an ability to extract relevant information from different text types on business-related topics
<b>Module objectives / Learning outcomes</b>	<p>By the end of the module students will be able to:</p> <p><b>Language Skills</b></p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• <b>understand</b> main ideas and identify relevant information in extended discussions, debates, formal talks, conversations etc.;</li> <li>• <b>comprehend</b> different registers: how people talk to friends, strangers, colleagues, employers, and people of different ages and social status for different purposes.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• <b>participate</b> appropriately in extended discussions, debates, talks, conversations etc., on business-related topics and in common social settings (e.g. coffee break, party, etc.);</li> <li>• <b>respond</b> appropriately to speaker's attitude / point of view;</li> <li>• <b>adjust</b> to changes of direction, style and emphasis normally found in conversation;</li> <li>• <b>give</b> clear prepared individual presentation on wide range of topics within their professional field.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• <b>write</b> detailed assignments and reports in standard format.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• <b>understand</b> authentic texts related to economics and computer science;</li> <li>• <b>read and interpret</b> graphs, charts, drawings, diagrams, etc.;</li> <li>• <b>make use</b> of accompanying information, e.g. headings, pictures to predict information;</li> <li>• <b>distinguish</b> between factual/non-factual information, important/less important items, relevant/irrelevant information, explicit/implicit information;</li> <li>• <b>guess</b> the meanings of unfamiliar words by using contextual clues;</li> <li>• <b>draw</b> inferences and conclusions;</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>understand</b> text organisation and linguistic/semantic aspects (cohesion, discourse/semantic markers and their function);</li> <li>• <b>read</b> at different speeds for different purposes;</li> <li>• <b>read</b> with some degree of critical awareness, choosing appropriate information.</li> </ul> <p><b>Information Location</b></p> <ul style="list-style-type: none"> <li>• <b>locate</b> specific information using library catalogue, Contents and Index page, reference books and dictionaries, Internet;</li> <li>• <b>predict</b> information (using clues, such as headings, sub-heading, by-lines, etc.) in business discourse.</li> </ul> <p><b>Organisation and self-awareness</b></p> <ul style="list-style-type: none"> <li>• <b>organize</b> study resources effectively (e.g. dictionaries, reference books, Internet resources);</li> <li>• <b>want</b> to read by providing accessible and motivating material, though not too difficult to discourage the learner.</li> </ul> <p><b>Language knowledge</b></p> <p>By the end of the module students should have a working knowledge of:</p> <ul style="list-style-type: none"> <li>• grammatical structures needed to understand wide range of texts on economic issues;</li> <li>• language forms appropriate to formal and colloquial academic and professional registers;</li> <li>• a good range of relevant vocabulary (including terminology).</li> </ul> <p><b>Sub-skills to be acquired:</b></p> <ul style="list-style-type: none"> <li>• scanning texts for specific information;</li> <li>• skimming texts for gist;</li> <li>• inferring meaning from context and learning to tolerate a degree of uncertainty in the meaning of words.</li> </ul>
<b>Content</b>	<p><b>TEXT TYPES:</b></p> <ul style="list-style-type: none"> <li>• textbooks;</li> <li>• newspapers;</li> <li>• magazines;</li> <li>• specialist journals;</li> <li>• Web-based sources;</li> <li>• advertising materials;</li> <li>• professional correspondence.</li> </ul> <p><b>TOPICS AND NOTIONS</b></p> <p><b>1. Business or pleasure?</b></p> <p>This topic is about corporate entertaining and making conversation. There is a strong focus on fluency and students practice the business skills of socializing. The grammatical focus is on tenses and the lexical focus is on aspects of conversational English. Students read short texts on corporate events and then share information in order to select an appropriate event for specific clients.</p> <p><b>2. Projects.</b></p> <p>This topic deals with project planning and managing a project. Students will read the text about managing a project and they will know about running massive construction projects. Students will learn that a project is a complex series of tasks which have to be completed within a specific time period and with limited financial resources.</p> <p><b>3. Money.</b></p> <p>This topic discusses attitudes to money. Students read two financial reports from <i>Financial Times</i>, listen to the interview with the founder of a finance firm. Language work embrace words and expressions for talking</p>

	<p>about finance and describing trends. Case study focus is on angel investments or how to choose a company to invest in.</p> <p><b>4. Investment.</b> Students will learn that most business ventures start as investments by entrepreneurs, who hope to make financial gains or returns on investment. Money for a new business may come from banks, or from venture capitalists and business angels, who also give entrepreneurial advice. Career skills focus is on prioritizing, namely on status and society. Decision section deals with dilemma ‘Your money or your reputation?’</p> <p><b>5. Innovation.</b> The topic deals with innovation which has become a critical factor for commercial success. Business can innovate in a number of different ways; by launching products with new features, by providing improvements to existing services, by introducing more effective business practices and by finding new markets and sources of supply. Launching an innovation involves a degree of risk but, if successful, an entrepreneur can produce better returns as margins will be high especially when competitors’ products become obsolete as a result. The grammatical focus is on past modals.</p> <p><b>6. Making decisions.</b> This topic deals with company crises and worst-case scenarios in business. Communication skills and tasks focus on discussing making decisions in difficult situations, doing a quiz on life-and-death decisions, holding a crisis management meeting.</p> <p><b>7. The role of innovation in project management (individual project).</b> Project management is all about breaking new ground – doing things that have never been done before. This places innovation right at the heart of what project managers do. Innovation has become a core competency, essential to success in a rapidly shifting strategic environment.</p>																
<p><b>Assessment tasks</b></p> <p><b>Type of assessment tasks</b> Summative assessment tasks which lead to the award of credit or Formative assessment tasks which are required for progression (expressed as a %)</p>	<table border="1"> <thead> <tr> <th data-bbox="531 1189 911 1227"><b>Activity</b></th> <th data-bbox="911 1189 1300 1227"><b>Further details</b></th> <th data-bbox="1300 1189 1445 1227"><b>%</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="531 1227 911 1406"><b>module test</b></td> <td data-bbox="911 1227 1300 1406">aims to ensure that students have met module aim and objectives, includes listening, reading, use of English and writing tasks</td> <td data-bbox="1300 1227 1445 1406">20</td> </tr> <tr> <td data-bbox="531 1406 911 1480"><b>individual project</b></td> <td data-bbox="911 1406 1300 1480">written report and oral presentation</td> <td data-bbox="1300 1406 1445 1480">10</td> </tr> <tr> <td data-bbox="531 1480 911 1554"><b>class work</b></td> <td data-bbox="911 1480 1300 1554">case-studies discussions, etc.</td> <td data-bbox="1300 1480 1445 1554">50</td> </tr> <tr> <td data-bbox="531 1554 911 1624"><b>self-study</b></td> <td data-bbox="911 1554 1300 1624">tests on professional English</td> <td data-bbox="1300 1554 1445 1624">20</td> </tr> </tbody> </table>	<b>Activity</b>	<b>Further details</b>	<b>%</b>	<b>module test</b>	aims to ensure that students have met module aim and objectives, includes listening, reading, use of English and writing tasks	20	<b>individual project</b>	written report and oral presentation	10	<b>class work</b>	case-studies discussions, etc.	50	<b>self-study</b>	tests on professional English	20	
<b>Activity</b>	<b>Further details</b>	<b>%</b>															
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<b>class work</b>	case-studies discussions, etc.	50															
<b>self-study</b>	tests on professional English	20															
<p><b>Assessment tasks</b></p>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• gap filling;</li> <li>• multiple matching;</li> <li>• multiple choice.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• summary completion;</li> <li>• matching headings to paragraphs;</li> <li>• multiple choice;</li> <li>• matching causes and effects.</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>• a 'mini-presentation' or presentation on a business theme (giving information, expressing and justifying opinions);</li> </ul>																

	<ul style="list-style-type: none"> <li>• a discussion on a business-related topic(expressing and justifying opinions, speculating, comparing, agreeing and disagreeing).</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• report: describing, summarizing;</li> <li>• proposal: describing, summarising, recommending, persuading.</li> </ul>
<b>Recommended Teaching/Learning Materials</b>	<ol style="list-style-type: none"> <li>1.Powell M. (2008). In Company (Upper-Intermediate). Oxford: Macmillan Publishers Ltd.</li> <li>2.Cotton D., Falvey D., Kent S. (2006). Market Leader (Intermediate). Pearson Education Limited.</li> <li>3.Trappe T., Tullis G. (2006). Intelligent Business (Upper Intermediate). Coursebook.Pearson Education Limited.</li> <li>4.Johnson C, Barrall I. (2006). Intelligent Business (Upper Intermediate). Skills book. Pearson Education Limited.</li> </ol>
<b>Site where delivered</b>	<a href="https://drive.google.com/drive/folders/1t9PhKkax0se9WxwXtTlmhYdxj7K06t2X?usp=sharing">https://drive.google.com/drive/folders/1t9PhKkax0se9WxwXtTlmhYdxj7K06t2X?usp=sharing</a>
<b>Date of first approval</b>	2017
<b>Date of last revision</b>	2018
<b>Date of approval of this version</b>	2018

<b>Title</b>	<b>Economics of Development</b>
<b>Level</b>	7
<b>Semester</b>	1
<b>Person responsible for the module</b>	Prof., Melnyk L.
<b>Lecturer</b>	Melnyk L.
<b>Language</b>	English
<b>Relation to curriculum</b>	Compulsory
<b>Credit point</b>	5 credits ECTS
<b>Workload</b>	150 hours: contact hours – 32 hrs. (lectures – 16 hrs.; practical classes – 16 hrs.), individual work – 118 hrs.
<b>Type teaching, contact hours</b>	The module will be delivered in the form of lectures and practical classes. Students will be working in small group during practical classes and make oral presentations, written tasks and testing. Lectures – 16 hrs.; practical classes – 16 hrs.
<b>Recommended prerequisites</b>	Existing competences in principles of Economics
<b>Aims</b>	This course will give the students the key concepts to discuss development in general, the formation of knowledge, skills and vision needed to manage development processes of different socio-economic systems. The aims of this course are to: <ul style="list-style-type: none"> <li>• discuss key issues in the process of economic development;</li> <li>• enhance students' ability in applying economic models to study development problems;</li> <li>• discuss the relevant empirical literature with an eye toward forming policy recommendations.</li> </ul>
<b>Module objectives / Learning outcomes</b>	On completion of this module the student should be able to: <p>LO.1. To formulate, analyse and synthesize solutions of scientific and practical problems at the abstract level by decomposing them into constituents.</p> <p>LO.4. To do research, generate new ideas, innovate.</p> <p>LO.11. To apply modern information technology in socio-economic research.</p> <p>LO.13. To substantiate managerial decisions on effective development of business entities.</p> <p>LO.15. To apply scientific approaches to the formation and substantiation of effective strategies in economic activity.</p> <p>LO.16. To develop scenarios and strategies for the development of socio-economic systems.</p> <p>LO.17. To organize the development and implementation of projects in the field of economics, taking into account informational, methodological, material, financial and human resources.</p> <p>LO.21. To use acquired new knowledge in economics and business innovation in practice as well as use computer technologies for preparation texts, documents, gaining information from material sources or the Internet.</p>
<b>Content</b>	It is assumed that after studying the course students will know the basic laws of the formation and systems development, be able to justify the adoption of decisions on managing the processes of economic development, have the vision necessary for setting appropriate goals and selecting the necessary facilities. The key concepts covered in course are: <ul style="list-style-type: none"> <li>- the concept of a system and development;</li> </ul>

	<ul style="list-style-type: none"> <li>- mechanisms and characteristics of system's sustainability;</li> <li>- factors and mechanisms of systems' evolution;</li> <li>- energy basics of development;</li> <li>- managing firms' development factors;</li> <li>- distribution and human resources;</li> <li>- macro- and microeconomic policies for development;</li> <li>- measuring economic development;</li> <li>- modern problems of economic development.</li> </ul>		
<b>Assessment tasks</b>	<b>ACTIVITY</b>	<b>FURTHER DETAILS</b>	<b>%</b>
<b>Type of assessment tasks</b> Summative assessment tasks which lead to the award of credit or which are required for progression (expressed as a %)	<b>Examinations</b> Credit		40
	<b>Written assessment tasks</b> Test, essay, report, dissertation, obligatory home assignment, portfolio, project output	short answer tests essay	20 10
	<b>Oral presentations</b> Oral assessment and presentation, group work, practical skills assessment	report group work	10 10
	<b>Other</b> Active participation in lectures, seminars, practical classes, labs, individual classes	activity in lectures activity in seminars	5 5
	<b>Assessment tasks</b>	<p><b>Short answer test</b> on the main topics (20% – LO.1, LO.13, LO.15)</p> <p>An <b>essay</b> on mechanisms and characteristics of system's sustainability, to formulate hypotheses and scientific tasks in the field of economics of development (10% – LO.1, LO.17)</p> <p>An oral <b>report</b> to demonstrate the ability to develop scenarios and strategies for the development of socio-economic systems (10% – LO.13, LO.15, LO.16)</p> <p>A <b>group work</b> on problems of economic development (10% – LO.4, LO.11, LO.21)</p>	
<b>Reading list</b>	<ol style="list-style-type: none"> <li>1. Hens, L., &amp; Melnyk, L. (Eds.). (2008). Social and economic potential of sustainable development. Sumy: University Book.</li> <li>2. Perkins, D. H., Radelet, S., Lindauer, D. L., &amp; Block, S. A. (2013). Economics of development (7<sup>th</sup> ed.). New York: W. W. Norton &amp; Company.</li> <li>3. Todaro, M. P., &amp; Smith, S. C. (2015). Economic development (12<sup>th</sup> ed.). Harlow: Pearson Education Limited.</li> <li>4. Jhingan, M. L. (2011). The Economics of Development and Planning. Delhi: Vrinda Publications.</li> <li>5. Lynn, S. R. (2003). Economic development: Theory and practice for a divided world. Upper Saddle River, NJ: Prentice Hall.</li> </ol>		
<b>Site where delivered</b>	<a href="https://drive.google.com/drive/folders/1t9PhKkax0se9WxwXtTl1mhYdxj7K06t2X?usp=sharing">https://drive.google.com/drive/folders/1t9PhKkax0se9WxwXtTl1mhYdxj7K06t2X?usp=sharing</a>		
<b>Date of first approval</b>	2014		
<b>Date of last revision</b>	2017		
<b>Date of approval of this version</b>	2017		

<b>Title</b>	<b>Social and Solidarity Economics</b>
<b>Level</b>	7
<b>Semester</b>	1
<b>Person responsible for the module</b>	Prof., Sotnyk I.
<b>Lecturer</b>	Sotnyk I.
<b>Language</b>	English
<b>Relation to curriculum</b>	Compulsory
<b>Credit point</b>	5 credits ECTS
<b>Workload</b>	150 hours, contact hours – 32 hrs (lectures – 16 hrs; practical classes – 16 hrs.), independent study – 118 hrs.
<b>Type teaching, contact hours</b>	The module will be delivered in the form of lectures and practical classes. Students will be working in small group during practical classes and make oral presentations and testing. Lectures: 16 hrs; practical classes: 16 hrs.
<b>Recommended pre-requisites</b>	Existing competences in “Economics of Development”
<b>Aims</b>	To provide students with the theoretical knowledge as well as practical skills and methods of creating and developing social and solidarity economy organisations at the local, national and global levels; assessing the efficiency of the social and solidarity economy’s development taking into account ideas of sustainable development and creating green jobs as well as transferring from the informal to the formal economy.
<b>Module objectives / Learning outcomes</b>	On completion of this module the student should be able to: LO.1. To demonstrate skills to make decisions independently, leadership skills and ability to work in a team. LO.2. To demonstrate communication skills in professional and academic circles in official and foreign languages. LO.3. To substantiate and manage projects or complex actions. LO.4. To apply modern information technology in socio-economic research. LO.5. To develop scenarios and strategies for the development of socio-economic systems. LO.6. To conduct interdisciplinary analysis of socio-economic phenomena and issues in one or several professional areas. LO.7. To develop complex innovative solutions for current scientific tasks taking into account the specifics of economic, political, social and other processes which take place at industry, national and global levels.
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Historical evolution of the social and solidarity economics.</li> <li>2. Concept of the social and solidarity economy.</li> <li>3. Governance and management of social and solidarity economy organizations.</li> <li>4. Policy framework for developing the social and solidarity economy.</li> <li>5. Building the social and solidarity economy through partnerships and networking.</li> <li>6. Contributions of the social and solidarity economy to the International Labour Organisation Decent Work Agenda.</li> <li>7. Social enterprises and decent work.</li> <li>8. The social and solidarity economy and the informal economy.</li> <li>9. Social and solidarity economy and the challenge of sustainable development.</li> </ol>

Assessment tasks	Activity	Further details	%
<b>Type of assessment tasks</b> Summative assessment tasks which lead to the award of credit or which are required for progression (expressed as a %)	<b>COURSEWORK</b>		
	Written assignment, essay, report, portfolio, project output	Short answer test essay	20 20
	<b>PRACTICAL</b>		
	Oral assessment and presentation, practical skills assessment, group work	report group work	20 20
	<b>OTHER</b>		
	Active participation in lectures, seminars, practical classes, individual classes	participation in lectures participation in seminars	14 6
<b>Assessment tasks</b>	100% coursework based on the following elements: <b>Short answer test</b> on the main topics (20% – LO.1, LO.6). <b>Essay</b> on strategic analysis to demonstrate knowledge of social and solidarity economy environment and its influence on development of social entrepreneurship (20% – LO.3, LO.4, LO.5, LO.6). Oral <b>report</b> to demonstrate the ability to analyse social and solidarity economy organization’s activity, identify risks of its operating and economic prospects of further development (20% – LO.1, LO.2, LO.6, LO7). <b>Group work</b> on solving complex practical tasks on social and solidarity economy organizations’ activity (20% – LO.2, LO.7).		
<b>Reading list</b>	1. The Reader: Social and Solidarity Economy / B. Fonteneau, N. Neamtan, F. Wanyama, L. P. Morais, M. Poorter.– ITC of the ILO, 2011. – Mode of access: <a href="https://drive.google.com/file/d/0B4hK77sxP-XKbGU0SkVLZzdnRHc/view">https://drive.google.com/file/d/0B4hK77sxP-XKbGU0SkVLZzdnRHc/view</a> . 2. The Reader 2011: “Social and Solidarity Economy: Our Common Road towards Decent Work”. – Second edition of the Social and Solidarity Economy Academy, 24-28 October 2011, Montreal, Canada / R. Di Meglio, C. Diop, M. Gasser. – Mode of access: <a href="http://socialeconomy.itcilo.org/en/2011-edition">http://socialeconomy.itcilo.org/en/2011-edition</a> . 3. Quiñones B.R. (2015). Public policies for the Social and Solidarity Economy: Towards a favourable environment. The case of the Philippines. – Mode of access: <a href="https://drive.google.com/file/d/0B4hK77sxP-XKVXYwdkhSTEY3WE0/view">https://drive.google.com/file/d/0B4hK77sxP-XKVXYwdkhSTEY3WE0/view</a> . 4. Borzaga C., Salvatori G., Bodini R. (2017). Social and Solidarity Economy and the Future of Work. – Mode of access: <a href="https://drive.google.com/drive/folders/0B4hK77sxP-XKRFNfRGRKOFBLTjQ">https://drive.google.com/drive/folders/0B4hK77sxP-XKRFNfRGRKOFBLTjQ</a> . 5. Choi H.-J., Kim J.-Y., Jung J.-m. (2017). Public policies for the social and solidarity economy: Towards a favourable environment. The case of the Republic of Korea. – Mode of access: <a href="https://drive.google.com/file/d/0B4hK77sxP-XKVEZweW1NVHVySFU/view">https://drive.google.com/file/d/0B4hK77sxP-XKVEZweW1NVHVySFU/view</a> .		
<b>Site where delivered</b>	<a href="https://drive.google.com/drive/folders/1t9PhKkax0se9WxwXtTImhYdxj7K06t2X?usp=sharing">https://drive.google.com/drive/folders/1t9PhKkax0se9WxwXtTImhYdxj7K06t2X?usp=sharing</a>		
<b>Date of first approval</b>	2014		
<b>Date of last revision</b>	2016		
<b>Date of approval of this version</b>	2016		



<b>Title</b>	<b>Emergency Economics Modelling</b>
<b>Level</b>	7
<b>Semester</b>	2
<b>Person responsible for the module</b>	Prof., Oliinyk V.
<b>Lecturer</b>	Oliinyk V.
<b>Language</b>	English
<b>Relation to curriculum</b>	Compulsory
<b>Credit point</b>	5 credits ECTS
<b>Workload</b>	150 hours, contact hours – 32 hrs (lectures – 16 hrs; laboratory sessions – 16 hrs), private study – 118 hrs.
<b>Type teaching, contact hours</b>	The module will be delivered in the form of lectures and laboratory sessions. Lectures: 16 hrs; laboratory sessions: 16 hrs
<b>Recommended pre-requisites</b>	“Modeling the economy“
<b>Aims</b>	To provide students with the theoretical knowledge and practical skills required to collection, analysis and processing of scientific and analytical materials that are necessary for solving complex economic problems; use of the simulation method for theoretical and practical analysis of the constructed model; economic forecasting, prediction of economic processes development; development of managerial decisions at all levels of the economic hierarchy; to highlight the main properties of socio-economic systems in order to choose the type of models and the practical use of simulation results.
<b>Module objectives / Learning outcomes</b>	On completion of this module the student should be able to: LO.1. Formulate, analyze and synthesize solutions of scientific and practical problems at the abstract level by decomposing them into components. LO.2. Select and use the necessary scientific, methodological and analytical tools for managing economic activity. LO.3. Substantiate solutions in conditions of uncertainty requiring the application of new approaches and economic-mathematical modeling and forecasting. LO.4. Apply modern information technology in socio-economic research. LO.5. Work out scenarios and strategies for the development of socio-economic systems.
<b>Content</b>	Subject of the course: modeling of socio-economic processes, trends in modeling of emerging economy. Contents of the course by topics: Topic 1 “Methodological basis of system modelling”. Topic 2 “Structure of the dynamic model of the system”. Topic 3 “System dynamics in the tasks of modeling the behavior of economic and business processes”. Topic 4 “Methodology of discrete-event modeling”. Topic 5 “Discrete-event modeling of traffic flows and networks”. Topic 6 “Collection and analysis of simulating results”.

Assessment tasks	Activity	Further details	%
<b>Type of assessment tasks</b> Summative assessment tasks which lead to the award of credit or which are required for progression (expressed as a %)	<b>COURSEWORK</b>	Short answer test	20
	Written assignment, reports on the implementation of laboratory work, calculation and graphic work (individual or group project output)	Reports of laboratory sessions	60
	<b>PRACTICAL</b>		
	Oral assessment, practical skills assessment		
	<b>OTHER</b>		
	Set exercises assessing application of knowledge, analytical, problem-solving or evaluative skills		
<b>Assessment tasks</b>	100% coursework based on three elements: <b>Short answer unseen test</b> on formulation, analysis and synthesis of solutions of scientific and practical problems at the abstract level (20% – LO.1) <b>Reports</b> of laboratory sessions. Demonstrating knowledge of carrying out of researches, substantiation of decisions in conditions of uncertainty requiring application of economic-mathematical modeling and forecasting (60% – LO.2, LO.3) A <b>calculation and graphic work</b> (individual or group project output). This will be an application of modern information technologies in solving a certain task in the field of economy in conditions of uncertainty (20 % – LO.3, LO.4, LO.5)		
<b>Reading list</b>	1. Ruth M., Hannon B. (2012). Modeling Dynamic Economic Systems. (2 <sup>nd</sup> ed.). Springer. 2. Siegfried R. (2014). Modeling and Simulation of Complex Systems. A Framework for Efficient Agent-Based Modeling and Simulation. Springer. 3. Островський П.І., Гострик О.М., Добрунік Т.П., Радова О.В. Моделювання економічних процесів: навчальний посібник. – Одеса: ОНЕУ, 2012. – 132 с. 4. Вовк Л. В. Математичний інструментарій моделювання економічних процесів. – К.: Ліра-К, 2017. – 252с. 5. Кадієвський В.А., Перхун Л.П., Братушка С.М., Синявська О.О. Моделі економічної динаміки: підручник. – К.: ДП «Інформ.-аналіт. Агентство», 2017. – 468 с.		
<b>Site where delivered</b>	<a href="https://drive.google.com/drive/folders/1t9PhKkax0se9WxwXtTImhYdxj7K06t2X?usp=sharing">https://drive.google.com/drive/folders/1t9PhKkax0se9WxwXtTImhYdxj7K06t2X?usp=sharing</a>		
<b>Date of first approval</b>	2014		
<b>Date of last revision</b>	2017		
<b>Date of approval of this version</b>	2017		

<b>Title</b>	<b>Business Diagnostics</b>
<b>Level</b>	7
<b>Semester</b>	1
<b>Person responsible for the module</b>	Phd, Dehtyarova I.
<b>Lecturer</b>	Dehtyarova I.
<b>Language</b>	English
<b>Relation to curriculum</b>	Compulsory
<b>Credit point</b>	5 credits ECTS
<b>Workload</b>	150 hours: contact hours – 64 hrs. (lectures – 32 hrs.; practical classes – 32 hrs.), individual work – 86 hrs. Course paper.
<b>Type teaching, contact hours</b>	The module will be delivered in the form of lectures and practical classes. Students will be working in small group during practical classes and make oral presentations, written tasks and testing. Lectures – 32 hrs.; practical classes – 32 hrs.
<b>Recommended prerequisites</b>	Existing competences in “Principles of Management”, “Economics”, “Economic Analysis”, “Strategy of Enterprise”
<b>Aims</b>	The course aims: - to enable students to approach managerial decision problems using economic reasoning; - to overcome the difficulties associated with the proper identification and classification of business needs; - to define a business and design its strategy, as well as the capacity to plan the strategy and specify the resources that will be needed to make it happen.
<b>Module objectives / Learning outcomes</b>	On completion of this module the student should be able to: LO.6. To demonstrate high social responsibility and adhere to the principles of academic integrity; LO.12. To formulate new hypotheses and scientific tasks in the field of economics, choose the appropriate directions and appropriate methods for their solution, taking into account available resources; LO.22. To develop complex innovative solutions for current scientific tasks taking into account the specifics of economic, political, social and other processes which take place at industry, national and global levels.
<b>Content</b>	Business diagnostics helps to improve competitiveness and introduces different business models for businesses. The methodology for business diagnostics analyses business processes at strategic, marketing, production and resource management level using qualitative and quantitative indicators; aims to help managers to overcome the difficulties associated with the identification and classification of business needs. The key concepts covered in course are: - methods of business diagnostics, - the business environment, - PEST market analysis tools, - types of competition, - industry and competitor analysis, - assessing industry attractiveness, - valuation: types of property value, - valuation methods, - financial diagnostics,

	<ul style="list-style-type: none"> <li>- company's financial performance,</li> <li>- production potential,</li> <li>- production efficiency indicators</li> </ul>		
<b>Assessment tasks</b>	<b>ACTIVITY</b>	<b>FURTHER DETAILS</b>	<b>%</b>
<b>Type of assessment tasks</b> Summative assessment tasks which lead to the award of credit or which are required for progression (expressed as a %)	<b>Examinations</b> Exam		40
	<b>Written assessment tasks</b> Test, essay, report, dissertation, obligatory home assignment, portfolio, project output <b>Course paper</b>	short answer tests essay	20 10
	<b>Oral presentations</b> Oral assessment and presentation, group work, practical skills assessment	report group work	10 10
	<b>Other</b> Active participation in lectures, seminars, practical classes, labs, individual classes	participation in lectures participation in seminars	5 5
	<b>Assessment tasks</b>	<p><b>Short answer test</b> on the main topics (20% – LO.6, LO.12)</p> <p>An <b>essay</b> on strategic analysis to demonstrate knowledge of business environment and its influence on company's competitiveness (10% – LO.22)</p> <p>An oral <b>report</b> to demonstrate the ability to analyse and structure company's financial resources and cost-benefit analysis (10% – LO.12, LO.22)</p> <p>A <b>group work</b> on complex business diagnostics (10% – LO.22)</p>	
<b>Reading list</b>	<ol style="list-style-type: none"> <li>1. A Guide to Diagnose a Business and Its Management (2014). International Trade Centre (ITC) Geneva: ITC.</li> <li>2. Davenport, Thomas H., D'Amboise, Babette E., Fleisher, Craig S. (2013). The Complete Guide to Business Analytics (Collection). New Jersey: Pearson Education, Inc.</li> <li>3. Fleisher, C. S., D'Amboise, B. E. (2015). Business and Competitive Analysis, Second Edition. Effective Application of New and Classic Methods. New Jersey: Pearson Education, Inc.</li> <li>4. Maisel, L. &amp; Cokins, G. (2013). Predictive Business Analytics. Forward-looking Measures to Improve Business Performance. North Carolina, Wiley, SAS Institute Inc.</li> <li>5. Keat, P. G., Young, P. K. &amp; Erfle, S. E. (2014). Managerial Economics: Economic Tools for Today's Decision Makers (7<sup>th</sup> ed.). Boston: Pearson.</li> <li>6. Thomas, C. R. &amp; Maurice, S. C. (2016). Managerial Economics: Foundations of Business Analysis and Strategy (12<sup>th</sup> ed.). Dubuque: McGraw-Hill Education.</li> </ol>		
<b>Site where delivered</b>	<a href="https://drive.google.com/drive/folders/1t9PhKkax0se9WxwXtTlMhYdxj7K06t2X?usp=sharing">https://drive.google.com/drive/folders/1t9PhKkax0se9WxwXtTlMhYdxj7K06t2X?usp=sharing</a>		
<b>Date of first approval</b>	2015		
<b>Date of last revision</b>	2017		
<b>Date of approval of this version</b>	2017		

<b>Title</b>	<b>Resource Saving Economics</b>
<b>Level</b>	7
<b>Semester</b>	1
<b>Person responsible for the module</b>	Prof., Sotnyk I.
<b>Lecturer</b>	Sotnyk I.
<b>Language</b>	English
<b>Relation to curriculum</b>	Compulsory
<b>Credit point</b>	5 credits ECTS
<b>Workload</b>	150 hours, contact hours – 48 hrs (lectures – 24 hrs; practical classes – 24 hrs.), individual work – 102 hrs.
<b>Type teaching, contact hours</b>	The module will be delivered in the form of lectures and practical classes. Students will be working in small group during practical classes and make oral presentations and testing. Lectures: 24 hrs; practical classes: 24 hrs.
<b>Recommended pre-requisites</b>	Existing competences in “Business Diagnostics“
<b>Aims</b>	To provide students with the theoretical knowledge and practical skills of using economic methods for resource-saving management at enterprises; assessing the cost-effectiveness of resource saving measures taking into account social and economic factors of influence; using motivational bases and economic instruments for resource saving management; assessing and monitoring the environmental and socio-economic level of the enterprise resource saving.
<b>Module objectives / Learning outcomes</b>	On completion of this module the student should be able to: LO.1. To demonstrate skills to make decisions independently, leadership skills and ability to work in a team. LO.2. To demonstrate communication skills in professional and academic circles in official and foreign languages. LO.3. To substantiate and manage projects or complex actions. LO.4. To substantiate solutions in conditions of uncertainty requiring the application of new approaches and economic-mathematical modeling and forecasting. LO.5. To apply modern information technology in socio-economic research. LO.6. To formulate new hypotheses and scientific tasks in the field of economics, choose the appropriate directions and appropriate methods for their solution, taking into account available resources. LO.7. To substantiate the establishing of strategic and rolling plans for enterprise activity, develop business plan, conduct the evaluation for investment and innovation projects implementation at an enterprise.
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Background and evolution of resource saving activities.</li> <li>2. Qualitative and quantitative analysis of resource saving consequences.</li> <li>3. Economic efficiency assessment of resource saving measures.</li> <li>4. Economic efficiency assessment of resource saving measures.</li> <li>5. Motivation for resource-saving measures.</li> <li>6. Information system for resource saving management at the enterprise.</li> <li>7. Monitoring of resource saving processes of the territory.</li> <li>8. Mechanisms of resource saving management in developed countries.</li> </ol>

	9. Problems of management for rational use of resources in Ukraine. 10. Development of resource saving market in Ukraine		
<b>Assessment tasks</b>  <b>Type of assessment tasks</b> Summative assessment tasks which lead to the award of credit or which are required for progression (expressed as a %)	<b>Activity</b>  <b>WRITTEN</b> Written exam	<b>Further details</b>  Final semester assessment, which contains theoretical and practical tasks	<b>%</b>  40
	<b>COURSEWORK</b> Written assignment, report, calculation and graphic work (individual or group project output)	Short answer test Individual project proposal	30  10
	<b>PRACTICAL</b> Oral assessment and presentation, practical skills assessment, group work	report group work	7  7
	<b>OTHER</b> Active participation in lectures, seminars, practical classes, individual classes	participation in lectures participation in seminars	3  3
	<b>Assessment tasks</b>	100% coursework based on the following elements: <b>Short answer test</b> on the main topics (30% – LO.1, LO.4). <b>Individual project proposal</b> on implementing resource saving measures to demonstrate student’s ability to substantiate the economic feasibility of resource saving project at the enterprise (10% – LO.3, LO.5, LO.7). Oral <b>report</b> to demonstrate the ability to analyse company’s resource saving reserves and provide their cost-benefit analysis (7% – LO.2, LO.6, LO.7). <b>Group work</b> on solving complex practical tasks on resource saving issues (7% – LO.2, LO.3).	
<b>Reading list</b>	1. Vovk, I., Vovk, Yu., & Lyashuk, O. (2017). Improvement of the organizational-economic mechanism of resource-saving at the machine building enterprise. <i>Economics, Management and Sustainability</i> , 2(2), 6-14. doi:10.14254/jems.2017.2-2.1. 2. Sotnyk I. M. (2017). Energy efficient development of Ukraine as respond to modern challenges / I. M. Sotnyk // <i>International economic relations and sustainable development: monograph</i> , O. Prokopenko, T. Kurbatova (Eds.). Ruda Śląska, Drukarnia i Studio Graficzne Omnidium. – P. 151–166. 3. Sotnyk I.M. (2016). Energy efficiency of Ukrainian economy: problems and prospects of achievement with the help of ESCOs. <i>Actual Problems of Economics</i> , 1, 192–199. 4. Сотник І. М. Економічні основи ресурсозбереження: навч. посіб. / І. М. Сотник. — Суми: Університетська книга, 2013. — 284 с.		
<b>Site where delivered</b>	<a href="https://drive.google.com/drive/folders/1t9PhKkax0se9WxwXtTImhYdxj7K06t2X?usp=sharing">https://drive.google.com/drive/folders/1t9PhKkax0se9WxwXtTImhYdxj7K06t2X?usp=sharing</a>		
<b>Date of first approval</b>	2014		
<b>Date of last revision</b>	2018		
<b>Date of approval of this version</b>	2018		

<b>Title</b>	<b>Operating Activities Planning</b>
<b>Level</b>	7
<b>Semester</b>	1
<b>Person responsible for the module</b>	Phd., Chygryn O.
<b>Lecturer</b>	Chygryn O.
<b>Language</b>	English
<b>Relation to curriculum</b>	Compulsory
<b>Credit point</b>	5 credits ECTS
<b>Workload</b>	150 hours, contact hours – 48 hrs (lectures – 24 hrs; practical classes – 24 hrs), private study – 102 hrs.
<b>Type teaching, contact hours</b>	The module will be delivered in the form of lectures and practices. Lectures: 24 hrs; I practical classes: 24 hrs.
<b>Recommended pre-requisites</b>	Existing competences in “Economic Theory”, “Management”
<b>Aims</b>	To provide students with the theoretical knowledge and practical skills required for planning operating activities which is the function of a business directly related to providing its goods and/or services to the market.
<b>Module objectives / Learning outcomes</b>	On completion of this module the student should be able to: LO.1. To formulate, analyze and synthesize solutions of scientific and practical problems at the abstract level by decomposing them into constituents. LO.2. To demonstrate skills to make decisions independently, leadership skills and ability to work in a team. LO.3. To demonstrate communication skills in professional and academic circles in official and foreign languages. LO.4. To substantiate and manage projects or complex actions. LO.5. To evaluate the results of their own work and be responsible for personal professional development. LO.6. To select and use necessary scientific, methodological and analytical tools for managing economic activity. LO.7. To substantiate solutions in conditions of uncertainty requiring the application of new approaches and economic-mathematical modeling and forecasting. LO.8. To develop complex innovative solutions for current scientific tasks taking into account the specifics of economic, political, social and other processes which take place at industry, national and global levels.
<b>Content</b>	The subject of the course: methodological and methodical foundations of planning in manufacturing, distributing, marketing, and selling a product or service. Contents of the course by topics: Topic 1 Fundamentals of operation activity planning. Topic 2 Strategic planning in the operating system. Topic 3 Sales volume planning. Topic 4 Production program planning. Topic 5 Planning the provision of operation activity by production capacity. Topic 6 Staffing needs planning. Topic 7 Labor remuneration planning. Topic 8 Logistics activity planning. Topic 9 Product cost planning. Topic 10 Financial planning and control at the enterprise.

Assessment tasks	Activity	Further details	%
<b>Type of assessment tasks</b> Summative assessment tasks which lead to the award of credit or which are required for progression (expressed as a %)	<b>Examinations</b> Exam		40
	<b>Written assessment tasks</b> Test, essay, report, dissertation, obligatory home assignment, portfolio, project output	tests	30
	<b>Oral presentations</b> Oral assessment and presentation, group work, practical skills assessment	presentation group work	10 10
	<b>Other</b> Active participation in lectures, seminars, practical classes, labs, individual classes	participation in lectures participation in practical classes	5 5
<b>Assessment tasks</b>	<b>Short answer test</b> on the main topics (30 % – LO.2, LO.4, LO.5 LO.7) A <b>presentation</b> to demonstrate methods of operating activity planing for companies in a competitive environment (10 % – LO.1, LO.3, LO.4, LO.6) A <b>group work</b> on research of economic and organizational aspects of financial planning and control at the enterprise (10 % – LO.1, LO.2, LO.4, LO.8)		
<b>Reading list</b>	1. Tinker, E.J. (2015). Sales & Operations Planning RESULTS: Find, Measure, and Manage Results Throughout Your Supply Chain. Paperback. 2. Burrows (2012). The Market-Driven Supply Chain: A Revolutionary Model for Sales and Operations Planning in the New On-Demand Economy. Hardcover. 3. Wallace, T., & Stahl, R. (2014). Sales & Operations Planning The Executive's Guide. Paperback. 4. Stevens, (2016). Supply Chain Management: Strategy, Operation & Planning for Logistics Management. Paperback.		
<b>Site where delivered</b>	<a href="https://drive.google.com/drive/folders/1t9PhKkax0se9WxwXtTImhYdxj7K06t2X?usp=sharing">https://drive.google.com/drive/folders/1t9PhKkax0se9WxwXtTImhYdxj7K06t2X?usp=sharing</a>		
<b>Date of first approval</b>	2014		
<b>Date of last revision</b>	2017		
<b>Date of approval of this version</b>	2017		



<b>Title</b>	<b>Assets Management</b>
<b>Level</b>	7
<b>Semester</b>	2
<b>Person responsible for the module</b>	Phd, Derevianko Y.
<b>Lecturer</b>	Derevianko Y.
<b>Language</b>	English
<b>Relation to curriculum</b>	Compulsory
<b>Credit point</b>	5 credits ECTS
<b>Workload</b>	150 hours, contact hours – 64 hrs (lectures – 32 hrs; practical classes – 32 hrs), private study – 86 hrs.
<b>Type teaching, contact hours</b>	The module will be delivered in the form of lectures and practical classes. Lectures: 32 hrs; practical classes: 32 hrs.
<b>Recommended pre-requisites</b>	Existing competences in “Economic Theory”, “Management”, “Investment”
<b>Aims</b>	To provide students with the theoretical knowledge and practical skills required to the enterprise assets management and organizations, formation of financial strategy, capital valuation, financial risks management .
<b>Module objectives / Learning outcomes</b>	On completion of this module the student should be able to: LO.1. To formulate, analyze and synthesize solutions of scientific and practical problems at the abstract level by decomposing them into constituents. LO.2. To demonstrate communication skills in professional and academic circles in official and foreign languages. LO.3. To collect, process and analyze statistical data, scientific and analytical materials necessary for solving complex economic problems. LO.4. To apply modern information technology in socio-economic research. LO.5. To formulate new hypotheses and scientific tasks in the field of economics, choose the appropriate directions and appropriate methods for their solution, taking into account available resources. LO.6. To evaluate possible risks, socio-economic implications of managerial decisions. LO.7. To develop scenarios and strategies for the development of socio-economic systems. LO.8. To organize the development and implementation of projects in the field of economics, taking into account informational, methodological, material, financial and human resources. LO.9. To conduct interdisciplinary analysis of socio-economic phenomena and issues in one or several professional areas. LO.10. To acquire skills of methodical and scientific research in the sphere of economics, business, economic analysis, investments and innovation as well as research results implementation in the business practice of enterprises and public institutions. LO.11. To develop complex innovative solutions for current scientific tasks taking into account the specifics of economic, political, social and other processes which take place at industry, national and global levels.
<b>Content</b>	The subject of the course: methodological and methodical foundations and instruments of asset management. Contents of the course by topics: Topic 1 Theoretical and organizational foundations of asset management. Topic 2 Asset Management System. Topic 3 Cash flows management at the enterprise. Topic 4 Money value determination in time and its using in financial calculations. Topic 5 Decision making in the field of enterprise financial activity.

	<p>Topic 6 Cost and Capital Structure Optimization.  Topic 7 Investment Management.  Topic 8 Financial Risk Management.  Topic 9 Financial Statement assessment.  Topic 10 Internal financial forecasting and planning.</p>		
<b>Assessment tasks</b>	<b>Activity</b>	<b>Further details</b>	<b>%</b>
<b>Type of assessment tasks</b> Summative assessment tasks which lead to the award of credit or which are required for progression (expressed as a %)	<b>Examinations</b> Exam		40
	<b>COURSEWORK</b> Written assignment, reports on the implementation of practice work, calculation and graphic work (individual or group project output)	Short answer test Report of practices Individual or group project proposal	20 20 20
	<b>Course paper</b>		
	<b>PRACTICAL</b> Oral assessment, practical skills assessment		
	<b>OTHER</b> Set exercises assessing application of knowledge, analytical, problem-solving or evaluative skills		
<b>Assessment tasks</b>	<p>100% coursework based on three elements:  <b>Short answer unseen test</b> on the main topics (20% – LO.1)  A <b>report</b> of practices demonstrating knowledge of enterprise assets analysing, formation and developing internal policy for managing companies assets (20% – LO.2, LO.3, LO.4, LO.5, LO.7, LO.8)  A <b>design work</b> (individual or group project output). This will be formalization of the current state of the enterprise assets, research of economic and organizational aspects of risk management (20 % – LO.1, LO.2, LO.4, LO.6, LO.7, LO.9, LO.10).</p>		
<b>Reading list</b>	<p>1. Ang. A. (2014). Asset Management: A Systematic Approach to Factor Investing. Oxford University Press.  2. Woodhouse J. (2014). Asset management decision-making: the salvo process. Published by the Woodhouse Partnership.  3. Beedles M. (2016). Asset Management for Directors. Published by the Australian Institute of Company Directors.  4. Loyd C. (2012). International Case Studies in Asset Management. Published by ICE Publishing.  5. Deadman C. (2010). Strategic Asset Management: The Quest For Utility Excellence. Published by Troubador Publishing.</p>		
<b>Site where delivered</b>	<a href="https://drive.google.com/drive/folders/1t9PhKkax0se9WxwXtTImhYdxj7K06t2X?usp=sharing">https://drive.google.com/drive/folders/1t9PhKkax0se9WxwXtTImhYdxj7K06t2X?usp=sharing</a>		
<b>Date of first approval</b>	2014		
<b>Date of last revision</b>	2017		
<b>Date of approval of this version</b>	2017		

<b>Title</b>	<b>Company's Innovative Potential Management</b>
<b>Level</b>	7
<b>Semester</b>	2
<b>Person responsible for the module</b>	Phd, Derykolenko O.
<b>Lecturer</b>	Derykolenko O.
<b>Language</b>	English
<b>Relation to curriculum</b>	Compulsory
<b>Credit point</b>	5 credits ECTS
<b>Workload</b>	150 hours: contact hours – 48 hrs. (lectures – 24 hrs.; practical classes – 24 hrs.), individual work – 102 hrs.
<b>Type teaching, contact hours</b>	The module will be delivered in the form of lectures and practical classes. Students will be working in small group during practical classes and make oral presentations, written tasks and testing. Lectures – 24 hrs.; practical classes – 24 hrs.
<b>Recommended prerequisites</b>	Existing competences in “Management”, “Economics of enterprise”, “Potential of Enterprise”
<b>Aims</b>	The course aims: - to study new approaches to the management of the formation, development, competitiveness of the company's potential, the effectiveness of its use according to modern socio-economic criteria; - to acquire skills to substantiate and use the mechanisms of crisis prevention and crisis management of economic entities.
<b>Module objectives / Learning outcomes</b>	On completion of this module the student should be able to: LO.1. To formulate, analyze and synthesize solutions of scientific and practical problems at the abstract level by decomposing them into constituents. LO.2. To demonstrate skills to make decisions independently, leadership skills and ability to work in a team. LO.3. To demonstrate communication skills in professional and academic circles in official and foreign languages. LO.4. To do research, generate new ideas, innovate. LO.5. To substantiate and manage projects or complex actions. LO.9. To collect, process and analyze statistical data, scientific and analytical materials necessary for solving complex economic problems. LO.11. To apply modern information technology in socio-economic research. LO.12. To formulate new hypotheses and scientific tasks in the field of economics, choose the appropriate directions and appropriate methods for their solution, taking into account available resources. LO.13. To substantiate managerial decisions on effective development of business entities. LO.14. To evaluate possible risks, socio-economic implications of managerial decisions. LO.16. To develop scenarios and strategies for the development of socio-economic systems. LO.17. To organize the development and implementation of projects in the field of economics, taking into account informational, methodological, material, financial and human resources. LO.20. To acquire skills of methodical and scientific research in the sphere of economics, business, economic analysis, investments and innovation as well as research results implementation in the business practice of enterprises and public institutions. LO.21. To use acquired new knowledge in economics and business innovation in

	<p>practice as well as use computer technologies for preparation texts, documents, gaining information from material sources or the Internet.</p> <p>LO.22. To develop complex innovative solutions for current scientific tasks taking into account the specifics of economic, political, social and other processes which take place at industry, national and global levels.</p>		
<b>Content</b>	<p>The course will focus on the methods and processes of managing the formation, functioning, and development of the company's innovative potential as a balanced socio-economic system.</p> <p>Contents of the course by topics:</p> <ol style="list-style-type: none"> <li>1. Basics of management of the formation and development of the company's potential.</li> <li>2. Optimization of the company's potential structure.</li> <li>3. Paradigm of potential management by cost criteria.</li> <li>4. Information provision and modern technologies of management of complex production systems.</li> <li>5. Management of the material and technical potential of the company.</li> <li>6. Management system for the formation and use of the labor potential of the company.</li> <li>7. Managing the competitiveness of a company's potential.</li> <li>8. The system of crisis management of a company's potential.</li> <li>9. Managing the effectiveness of the company's potential.</li> <li>10. Design of management systems of a company's potential.</li> <li>11. Features of innovative reproduction of a company's potential.</li> <li>12. Organizational and economic provision of improvement and implementation of company's potential management systems.</li> </ol>		
<b>Assessment tasks</b>	<b>ACTIVITY</b>	<b>FURTHER DETAILS</b>	<b>%</b>
<b>Type of assessment tasks</b> Summative assessment tasks which lead to the award of credit or which are required for progression (expressed as a %)	<b>Written assessment tasks</b> Test, essay, report, dissertation, obligatory home assignment, portfolio, project output	short answer tests obligatory home assignment	30 20
	<b>Oral presentations</b> Oral assessment and presentation, group work, practical skills assessment	report group work	20 20
	<b>Other</b> Active participation in lectures, seminars, practical classes, labs, individual classes	participation in lectures participation in seminars	5 5
	<b>Assessment tasks</b>	<p><b>Short answer test</b> on the main topics (30% – LO.9, LO.13)</p> <p>An <b>obligatory home assignment</b> of integral assessment of the components of the company's potential and the use of evaluation results for the development of capacity-building activities (20% – LO.1, LO.4, LO.5, LO.11, LO.12, LO.13, LO.20)</p> <p>An oral <b>report</b> to demonstrate the ability to analyse and structure the problems of the company's innovative potential optimization (20% – LO.9, LO.16, LO.21)</p> <p>A <b>group work</b> on competitiveness and counteraction to crisis processes (20% – LO.2, LO.3, LO.14, LO.17, LO.22)</p>	
<b>Reading list</b>	<ol style="list-style-type: none"> <li>1. Illiashenko S.M., Strielkowski W. (2016). Managing Economic Growth: Marketing, Management, and Innovations. Prague : Prague Institute for Qualification Enhancement.</li> <li>2. Borut Likar. [et al.] (2013). Innovation management. (1<sup>st</sup> ed.). - El. knjiga. - Ljubljana : Korona plus - Institute for Innovation and Technology.</li> <li>3. Hens L., Melnyk L. (Eds.). (2008). Social and economic potential of</li> </ol>		

	<p>sustainable development. Sumy : University Book.</p> <p>4. Fatkhutdinov, R.A. (2010). Innovation Management: a textbook for HEIs. Saint-Petersburg, SpB: Peter.</p> <p>5. Потенціал підприємства: формування та використання : підручник / Н. В. Касьянова, Д. В. Солоха, В. В. Морєва та ін. — 2-ге вид., перероб. та доп. — К. : ЦУЛ, 2013.</p>
<b>Site where delivered</b>	<a href="https://drive.google.com/drive/folders/1t9PhKkax0se9WxwXtImhYdxj7K06t2X?usp=sharing">https://drive.google.com/drive/folders/1t9PhKkax0se9WxwXtImhYdxj7K06t2X?usp=sharing</a>
<b>Date of first approval</b>	2014
<b>Date of last revision</b>	2017
<b>Date of approval of this version</b>	2017

<b>Title</b>	<b>Company's Investment Portfolio Management</b>
<b>Level</b>	7
<b>Semester</b>	2
<b>Person responsible for the module</b>	Phd, Kubatko O.
<b>Lecturer</b>	Kubatko O.
<b>Language</b>	English
<b>Relation to curriculum</b>	Compulsory
<b>Credit point</b>	5 credits ECTS
<b>Workload</b>	150 hours: contact hours – 64 hrs. (lectures – 32 hrs.; practical classes – 32 hrs.), individual work – 86 hrs.
<b>Type teaching, contact hours</b>	The module will be delivered in the form of lectures and practical classes. Students will be working in small group during practical classes and make oral presentations, written tasks and testing. Lectures – 32 hrs.; practical classes – 32 hrs.
<b>Recommended prerequisites</b>	Existing competences in principles of Finance and Microeconomics
<b>Aims</b>	This is an introductory course in investments. It provides a comprehensive coverage of basic concepts, theories, applications and decision-making rules in financial investments. The overarching objectives are that students: <ul style="list-style-type: none"> <li>• gain a deep intuitive understanding of the concepts used in investment analysis;</li> <li>• learn the tools used in investment analysis, including excel modelling and regression analysis;</li> <li>• gain confidence in applying the concepts and tools in managing a portfolio.</li> </ul>
<b>Module objectives / Learning outcomes</b>	On completion of this module the student should be able to: LO.2. To demonstrate skills to make decisions independently, leadership skills and ability to work in a team. LO.3. To demonstrate communication skills in professional and academic circles in official and foreign languages. LO.4. To do research, generate new ideas, innovate. LO.5. To substantiate and manage projects or complex actions. LO.9. To collect, process and analyse statistical data, scientific and analytical materials necessary for solving complex economic problems. LO.10. To substantiate solutions in conditions of uncertainty requiring the application of new approaches and economic-mathematical modelling and forecasting. LO.11. To apply modern information technology in socio-economic research. LO.12. To formulate new hypotheses and scientific tasks in the field of economics, choose the appropriate directions and appropriate methods for their solution, taking into account available resources. LO.13. To substantiate managerial decisions on effective development of business entities. LO.14. To evaluate possible risks, socio-economic implications of managerial decisions. LO.15. To apply scientific approaches to the formation and substantiation of effective strategies in economic activity. LO.16. To develop scenarios and strategies for the development of socio-economic systems. LO.18. To conduct interdisciplinary analysis of socio-economic

	<p>phenomena and issues in one or several professional areas.</p> <p>LO.22. To develop complex innovative solutions for current scientific tasks taking into account the specifics of economic, political, social and other processes which take place at industry, national and global levels.</p>		
<b>Content</b>	<p>In particular, the course will focus on the analysis of stocks, bonds, options and other derivative securities. The course will examine the role and performance of portfolio managers, mutual funds and other investment companies. Students should be knowledgeable in investment management in preparation for careers in financial analysis, financial planning, investment banking, portfolio management, and corporate finance.</p> <p>A representative list of topics includes:</p> <ul style="list-style-type: none"> <li>- Securities Markets;</li> <li>- Investment Vehicles;</li> <li>- Portfolio Theory;</li> <li>- Risk and Return;</li> <li>- Diversification;</li> <li>- CAPM and other Asset Pricing Models;</li> <li>- Equity Securities;</li> <li>- Debt Securities;</li> <li>- Derivatives.</li> </ul>		
<b>Assessment tasks</b>	<b>ACTIVITY</b>	<b>FURTHER DETAILS</b>	<b>%</b>
<b>Type of assessment tasks</b> Summative assessment tasks which lead to the award of credit or which are required for progression (expressed as a %)	<b>Examinations</b>		
	Exam		40
	<b>Written assessment tasks</b>		
	Test, essay, report, dissertation, obligatory home assignment, portfolio, project output	short answer tests essay	20 10
	<b>Oral presentations</b>		
Oral assessment and presentation, group work, practical skills assessment	report group work	10 10	
<b>Other</b>			
Active participation in lectures, seminars, practical classes, labs, individual classes	activity in lectures activity in seminars	5 5	
<b>Assessment tasks</b>	<p><b>Short answer test</b> on the main topics (20% – LO.2, LO.4, LO.12, LO.18)</p> <p>An <b>essay</b> (project) on the estimation of the cost of capital of a real-life company as of the end of its most recent year (10% – LO.5, LO.11, LO.15)</p> <p>An oral <b>report</b> to demonstrate the ability to analyse investment vehicles, asset pricing models and securities (10% – LO.10, LO.13, LO.22)</p> <p>A <b>group work</b> on problems of portfolio risk evaluation (10% – LO.3, LO.9, LO.14, LO.16)</p>		
<b>Reading list</b>	<ol style="list-style-type: none"> <li>1. Reilly, F. and Brown, K. (2012). Investment analysis and portfolio management. Mason, Ohio: South-Western Cengage Learning.</li> <li>2. Bodie, Z., Kane, A. and Marcus, A. (2017). Essentials of investments. 10th ed. New York: Mc Graw-Hill.</li> <li>3. Pike, R., Linsley, P. and Neale, B. (2015). Corporate finance and investment. Harlow: Pearson.</li> <li>4. Baker, H. and Filbeck, G. (2015). Investment risk management. New York: Oxford University Press.</li> <li>5. Maginn, J. (2010). Managing investment portfolios. New Jersey: John</li> </ol>		

	<p>Wiley &amp; Sons Inc.</p> <p>6. Fabozzi, F. and Peterson Drake, P. (2009). Finance : capital markets, financial management, and investment management. Hoboken, N.J.: J. Wiley &amp; Sons.</p> <p>7. Kroijer, L. (2017). Investing Demystified: How to create the best investment portfolio whatever your risk level. 2nd ed. Pearson.</p> <p>8. Kricheff, R. (2014). Data analytics for corporate debt markets. Upper Saddle River, NJ: Pearson Education.</p>
<b>Site where delivered</b>	<a href="https://drive.google.com/drive/folders/1t9PhKkax0se9WxwXtTImhYdxj7K06t2X?usp=sharing">https://drive.google.com/drive/folders/1t9PhKkax0se9WxwXtTImhYdxj7K06t2X?usp=sharing</a>
<b>Date of first approval</b>	2014
<b>Date of last revision</b>	2017
<b>Date of approval of this version</b>	2017



<b>Title</b>	<b>Human Resource Management</b>
<b>Level</b>	7
<b>Semester</b>	2
<b>Person responsible for the module</b>	Phd, Matsenko O.
<b>Lecturer</b>	Matsenko O.
<b>Language</b>	English
<b>Relation to curriculum</b>	Compulsory
<b>Credit point</b>	5 credits ECTS
<b>Workload</b>	150 hours: contact hours – 48 hrs. (lectures – 24 hrs.; practical classes – 24 hrs.), individual work – 102 hrs.
<b>Type teaching, contact hours</b>	The module will be delivered in the form of lectures and practical classes. Students will be working in small group during practical classes and make oral presentations, written tasks and testing. Lectures – 24 hrs.; practical classes – 24 hrs.
<b>Recommended prerequisites</b>	Existing competences in Principles of Management, Economics
<b>Aims</b>	The purpose of the discipline is to obtain knowledge of personnel management in a market economy, skills of independent creative thinking, the adoption of optimal managerial decisions that improve the welfare of its employees and owners, the effectiveness of the organization.
<b>Module objectives / Learning outcomes</b>	On completion of this module the student should be able to: LO.5. Organize and communicate with representatives of various professional groups and in an international context. LO.7. Justify personal point of view in a discussion based on ethical considerations and socially responsible. LO.8. Demonstrate the ability to interact with people and to influence people's behaviour. LO.9. Identify the ability to self-development, lifelong learning and effective self-management. LO.11. Be able to manage the organization, its changes, carrying out its informational, methodical, material, financial and employees support, including in accordance with international standards and recommendations of perfection models.
<b>Content</b>	The course "Human Resource Management" brings knowledge of the theory and practice of managing the staff of various organizations operating in the field of economics and management. Students should be knowledgeable in the theory of human resources management, social policy and sociology of labor, human resources, social and labor relations, concepts and methods of human resources management. Basic concepts that are considered in the course: - staffing strategy and policy; - tasks division of personnel management between linear and functional divisions and managers; - methods of professional recruitment; - motivation and staff development; - analysis of complex production situations; - substantiation and effective decision making in the field of personnel management.

Assessment tasks	ACTIVITY	FURTHER DETAILS	%
<b>Type of assessment tasks</b> Summative assessment tasks which lead to the award of credit or which are required for progression (expressed as a %)	<b>Examinations</b>		
	Exam		40
	<b>Written assessment tasks</b>		
	Test, essay, report, dissertation, obligatory home assignment, portfolio, project output	short answer tests essay	20 10
	<b>Oral presentations</b>		
Oral assessment and presentation, group work, practical skills assessment	report group work	10 10	
<b>Other</b>			
Active participation in lectures, seminars, practical classes, labs, individual classes	problem-solving or evaluative skills		10
<b>Assessment tasks</b>	<b>Short answer test</b> on the main topics (20% - LO.5, LO.7) An <b>essay</b> on staff structure analysis to demonstrate the knowledge of different organizational structures and their impact on decision making (10% - LO.8) An oral <b>report</b> to demonstrate the ability to analyse and structure the problems of staff activities and manage their changes (10% - LO.11) <b>Group work</b> on self-development and self-management (10% - LO.9)		
<b>Reading list</b>	1. Dessler G. (2016). Human Resource Management (15th ed.). Pearson. 2. Noe R., Hollenbeck J.R., Gerhart B., Wright P.M. (2016). Fundamentals of Human Resource Management (6th ed.). McGraw-Hill. 3. Mondy R.W., Martocchio J.J. (2016). Human Resource Management (14th Global ed.). Pearson. 4. Mathis R.L., Jackson J.H. (2011). Human Resource Management (13th ed.). South-Western Cengage Learning. 5. Tyson S. (2006). Essentials of Human Resource Management (5th ed.). Routledge. 6. Collings D.G., Wood G. (Eds.) (2009). Human Resource Management: A critical approach. Routledge. 7. Mahapatro B.B. (2009). Human Resource Management. New Age International Pvt Ltd Publishers.		
<b>Site where delivered</b>	<a href="https://drive.google.com/drive/folders/1t9PhKkax0se9WxwXtTImhYdxj7K06t2X?usp=sharing">https://drive.google.com/drive/folders/1t9PhKkax0se9WxwXtTImhYdxj7K06t2X?usp=sharing</a>		
<b>Date of first approval</b>	2015		
<b>Date of last revision</b>	2017		
<b>Date of approval of this version</b>	2017		

<b>Title</b>	<b>Business Communication and Leadership</b>
<b>Level</b>	7
<b>Semester</b>	3
<b>Person responsible for the module</b>	Phd, Kovalov B.
<b>Lecturer</b>	Kovalov B.
<b>Language</b>	English
<b>Relation to curriculum</b>	Elective
<b>Credit point</b>	5 credits ECTS
<b>Workload</b>	150 hours: contact hours – 32 hrs. (lectures – 16 hrs.; practical classes – 16 hrs.), individual study – 118 hrs.
<b>Type teaching, contact hours</b>	The module will be delivered in the form of lectures and practical classes. Students will be working in small group during practical classes and make oral presentations and testing. Lectures – 16 hrs.; practical classes –16 hrs.
<b>Recommended prerequisites</b>	“Economics”, “Human Resource Management”, “Project Management”, “Psychology of Management and Conflict”.
<b>Aims</b>	To provide students with the theoretical knowledge and practical skills required to communicate effectively; correctly determine the type of interlocutors; effectively use verbal and nonverbal means of communication; motivate oneself and others to achieve goals; to set goals and plan timely; prevent and resolve conflicts.
<b>Module objectives / Learning outcomes</b>	On completion of this module the student should be able to: LO.1. To do research, generate new ideas, innovate. LO.2. To apply modern information technology in socio-economic research. LO.3. To substantiate managerial decisions on effective development of business entities. LO.4. To evaluate possible risks, socio-economic implications of managerial decisions. LO.5. To develop scenarios and strategies for the development of socio-economic systems. LO.6. To conduct interdisciplinary analysis of socio-economic phenomena and issues in one or several professional areas. LO.7. To use acquired new knowledge in economics and business innovation in practice as well as use computer technologies for preparation texts, documents, gaining information from material sources or the Internet. LO.8. To develop complex innovative solutions for current scientific tasks taking into account the specifics of economic, political, social and other processes which take place at industry, national and global levels.
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Business communication: concepts, main forms and stages.</li> <li>2. Verbal and non-verbal means of business communication.</li> <li>3. Manipulation during business communication.</li> <li>4. Conducting business negotiations.</li> <li>5. Conducting a business presentation.</li> <li>6. Corporate business etiquette.</li> <li>7. Personal qualities and features of leaders.</li> <li>8. Styles and models of Leadership.</li> <li>9. Motivation and self-motivation of leaders.</li> <li>10. Soft skills of an effective leader.</li> </ol>

Assessment tasks	Activity	Further details	%
<b>Type of assessment tasks</b> Summative assessment tasks which lead to the award of credit or which are required for progression (expressed as a %)	<b>Examinations</b> Exam	Final semester assessment	40
	<b>COURSE WORK</b> Written assignment/ essay, report, dissertation, portfolio, project output	Short answer test Individual project proposal	20 10
	<b>PRACTICAL</b> Oral assessment and presentation, practical skills assessment	Oral presentation	16
	<b>OTHER</b> Active participation in lectures, seminars, practical classes, labs, individual classes	participation in lectures participation in seminars	7 7
<b>Assessment tasks</b>	100% coursework based on three elements. <b>Short answer unseen test</b> on the main topics (20% – LO.1, LO.2) <b>An oral presentation</b> demonstrates the ability to substantiate managerial decisions on effective development of business entities and to evaluate possible risks, socio-economic implications of managerial decisions (16% – LO.3, LO.4) An <b>individual project</b> on creating an effective business communication on enterprise and analyzing the leadership potential of the staff (10% – LO.5, LO.6, LO.7, LO.8)		
<b>Reading list</b>	1. Moore, L. H. (2013). Business Communication: Achieving Results (1 <sup>st</sup> ed.). 2. Thomas, N. (2004). The John Adair Handbook of Management and Leadership. London: Thorogood Publishing. 3. Locker, K. O. & Kaczmarek, S. (2009). Business Communication: Building Critical Skills. (4 <sup>th</sup> ed.). New York: The McGraw-Hill.		
<b>Site where delivered</b>	<a href="https://drive.google.com/drive/folders/1t9PhKkax0se9WxwXtTImhYdxj7K06t2X?usp=sharing">https://drive.google.com/drive/folders/1t9PhKkax0se9WxwXtTImhYdxj7K06t2X?usp=sharing</a>		
<b>Date of first approval</b>	2014		
<b>Date of last revision</b>	2017		
<b>Date of approval of this version</b>	2017		

<b>Title</b>	<b>ERP-technology</b>
<b>Level</b>	7
<b>Semester</b>	3
<b>Person responsible for the module</b>	Phd, Matsenko O.
<b>Lecturer</b>	Matsenko O.
<b>Language</b>	English
<b>Relation to curriculum</b>	Elective
<b>Credit point</b>	5 credits ECTS
<b>Workload</b>	150 hours: contact hours – 48 hrs. (lectures – 24 hrs.; practical classes – 24 hrs.), individual study – 102 hrs.
<b>Type teaching, contact hours</b>	The module will be delivered in the form of lectures and practical classes. Students will be working in small group during practical classes and make oral presentations and testing. Lectures – 24 hrs.; practical classes – 24 hrs.
<b>Recommended pre-requisites</b>	Existing competences in “Business Information Systems”
<b>Aims</b>	To help students develop a deep understanding of ERP. To help students develop their skills in ERP to grow and thrive in this in-demand career path.
<b>Module objectives / Learning outcomes</b>	On completion of this module the student should be able to: LO.1. To formulate, analyze and synthesize solutions of scientific and practical problems at the abstract level by decomposing them into constituents. LO.2. To apply modern information technology in socio-economic research. LO.3. To formulate new hypotheses and scientific tasks in the field of economics, choose the appropriate directions and appropriate methods for their solution, taking into account available resources. LO.4. To apply scientific approaches to the formation and substantiation of effective strategies in economic activity. LO.5. To develop scenarios and strategies for the development of socio-economic systems. LO.6. To organize the development and implementation of projects in the field of economics, taking into account informational, methodological, material, financial and human resources. LO.7. To use acquired new knowledge in economics and business innovation in practice as well as use computer technologies for preparation texts, documents, gaining information from material sources or the Internet.
<b>Content</b>	1. The concept, content and configuration of the ERP-system as an enterprise management system. 2. The tasks of the enterprise, solved by modern management methods based on ERP-technologies. 3. The basic principles of building of ERP-technology. 4. Configuration of enterprise resource planning and management systems. 5. The main problems of the introduction of ERP-technology to the enterprise. 6. Identification of risks associated with the creation and implementation of the ERP-system. 7. Implementation team. The process of implementation. Implementation strategy.

	<p>8. The main modules of the system and tasks of enterprise management based on ERP-systems.</p> <p>9. A brief description of the software complex as a whole, the enumeration of modules, an explanation of the relationship of the modules.</p> <p>10. Tasks of enterprise management based on the ERP-system.</p>		
<b>Assessment tasks</b>	<b>Activity</b>	<b>Further details</b>	<b>%</b>
<b>Type of assessment tasks</b> Summative assessment tasks which lead to the award of credit or which are required for progression (expressed as a %)	<b>WRITTEN</b> Exam		40
	<b>COURSEWORK</b> Written assignment, reports on the implementation of laboratory work, calculation and graphic work (individual or group project output)	Short answer test Report of laboratory sessions Individual project proposal	18 10 20
	<b>PRACTICAL</b> Oral assessment, practical skills assessment		
	<b>OTHER</b> Active participation in lectures, seminars, practical classes, labs, individual classes	Active participation in lectures Active participation in practical classes	6 6
<b>Assessment tasks</b>	<p>100% coursework based on three elements:</p> <p><b>Short answer test</b> on the main topics (18% – LO.1, LO.2)</p> <p><b>Report</b> of laboratory sessions demonstrating knowledge of solution the tasks in the field of economics, formation of effective strategies in economic activity using ERP-systems (10% – LO.3, LO.4)</p> <p><b>Individual project proposal</b> to develop and implement projects in the field of economics by using computer technologies, compare the obtained projects and make a choice of the best project (20% – LO.5, LO.6, LO.7)</p>		
<b>Reading list</b>	<p>1. O’Leary, D. E. (2000). Enterprise Resource Planning Systems: Systems, Life Cycle, Electronic Commerce, and Risk [Online]. Cambridge University Press. Mode of access: <a href="http://catdir.loc.gov/catdir/samples/cam031/00027554.pdf">http://catdir.loc.gov/catdir/samples/cam031/00027554.pdf</a>.</p> <p>2. Monk, E. F. &amp; Wagner, B. J. (2013). Concepts in Enterprise Resource Planning. New York : Cengage Learning.</p> <p>3. Pienaar, A., du Toit, J., Viljoen, A., Wessels, W. (2008). Thinking about ERP: The Executive’s guide to setting strategy for selecting, implementing and operating ERP. SYSPRO Ltd.</p> <p>4. Enterprise Resource Planning [Online]. Rai Technology University. Mode of access: <a href="http://164.100.133.129:81/eCONTENT/Uploads/ENTERPRISE_RESOURCE_PLANNING.pdf">http://164.100.133.129:81/eCONTENT/Uploads/ENTERPRISE_RESOURCE_PLANNING.pdf</a>.</p>		
<b>Site where delivered</b>	<a href="https://drive.google.com/drive/folders/1t9PhKkax0se9WxwXtTImhYdxj7K06t2X?usp=sharing">https://drive.google.com/drive/folders/1t9PhKkax0se9WxwXtTImhYdxj7K06t2X?usp=sharing</a>		
<b>Date of first approval</b>	2014		
<b>Date of last revision</b>	2017		
<b>Date of approval of this version</b>	2017		

<b>Title</b>	<b>Assets Market Pricing</b>
<b>Level</b>	7
<b>Semester</b>	3
<b>Person responsible for the module</b>	Phd, Lyulyov O.
<b>Lecturer</b>	Lyulyov O.
<b>Language</b>	English
<b>Relation to curriculum</b>	Elective
<b>Credit point</b>	5 credits ECTS
<b>Workload</b>	150 hours: contact hours – 48 hrs. (lectures – 24 hrs.; practical classes – 32 hrs.), individual work – 102 hrs.
<b>Type teaching, contact hours</b>	The module will be delivered in the form of lectures and practical classes. Students will be working in small group during practical classes and make oral presentations, written tasks and testing. Lectures – 24 hrs.; practical classes – 24 hrs.
<b>Recommended prerequisites</b>	Existing competences in “Economics”, “Introduction to Microeconomics”, “Assets Management”
<b>Aims</b>	The course aims: <ul style="list-style-type: none"> <li>– to familiarize the students with the basic terms, concepts, approaches and problems of pricing decisions on the assets market;</li> <li>– to introduce a framework, based on concepts drawn from cognitive psychology, economics, and industrial organization, to study pricing decisions for assets;</li> <li>– to provide and point to analytical tools which are useful for the understanding of the assets pricing process and for its successful creation, utilization, and management.</li> </ul>
<b>Module objectives / Learning outcomes</b>	On completion of this module the student should be able to: <p>LO.1. To apply modern information technology in socio-economic research.</p> <p>LO.2. To substantiate managerial decisions on effective development of business entities.</p> <p>LO.3. To develop scenarios and strategies for the development of socio-economic systems.</p> <p>LO.4. To develop complex innovative solutions for current scientific tasks taking into account the specifics of economic, political, social and other processes which take place at industry, national and global levels.</p>
<b>Content</b>	This course presents key concepts of the assets pricing and a framework for making pricing decisions on the assets market. The main principles of the asset market pricing are: prices must be reasonable given competitor options, prices must be affordable and reasonable for customers, and prices must support company strategy and profit goals. The key concepts covered in course are: <ul style="list-style-type: none"> <li>- the measurement of market demand on assets with respect to pricing;</li> <li>- common pricing metrics: elasticity;</li> <li>- economic value and pricing;</li> <li>- pricing to maximize profits;</li> <li>- the role of costs;</li> <li>- measuring willingness to pay for assets;</li> <li>- new assets pricing;</li> </ul>

	- investigating pricing behavior by customers, competition and other departments in the company.		
<b>Assessment tasks</b>	<b>ACTIVITY</b>	<b>FURTHER DETAILS</b>	<b>%</b>
<b>Type of assessment tasks</b> Summative assessment tasks which lead to the award of credit or which are required for progression (expressed as a %)	<b>Examinations</b> Exam		40
	<b>Written assessment tasks</b> Test, essay, report, dissertation, obligatory home assignment, portfolio, project output <b>Course paper</b>	short answer tests obligatory home assignment	20 10
	<b>Oral presentations</b> Oral assessment and presentation, group work, practical skills assessment	report group work	10 10
	<b>Other</b> Active participation in lectures, seminars, practical classes, individual classes	participation in lectures participation in seminars	6 4
	<b>Assessment tasks</b>	<p><b>Short answer test</b> on the main topics (20% – LO.1, LO.2)</p> <p><b>Obligatory home assignment.</b> The goal of the project is to apply the concepts from the course to a real assets pricing problem, either one created by the team or an opportunity faced by a real organization (potentially your own). (10% – LO.2, LO.4)</p> <p>An oral <b>report</b> to demonstrate the ability to analyse pricing decisions and master essential techniques for making profitable assets pricing decisions (10% – LO.3, LO.4)</p> <p>A <b>group work</b> on pricing decisions on the assets market (10% – LO.4)</p>	
<b>Reading list</b>	<ol style="list-style-type: none"> <li>1. Nagle, T. T., Hogan, J., &amp; Zale, J. (2016). The Strategy and Tactics of Pricing: New International Edition. Routledge.</li> <li>2. Simon, H. (2015). Confessions of the pricing man: How price affects everything. Cham: Springer International Publishing.</li> <li>3. Caldwell, L. (2015). The psychology of price: How to use price to increase demand. Richmond, Surrey: Crimson.</li> <li>4. J. Woodhouse, (2014). Asset management decision-making: the salvo process.</li> <li>5. Chenghu Ma, (2011). Advanced Asset Pricing Theory. Imperial College Press.</li> </ol>		
<b>Site where delivered</b>	<a href="https://drive.google.com/drive/folders/1t9PhKkax0se9WxwXtTImhYdxj7K06t2X?usp=sharing">https://drive.google.com/drive/folders/1t9PhKkax0se9WxwXtTImhYdxj7K06t2X?usp=sharing</a>		
<b>Date of first approval</b>	2014		
<b>Date of last revision</b>	2017		
<b>Date of approval of this version</b>	2017		



<b>Title</b>	<b>Motivational Mechanism of Enterprise</b>
<b>Level</b>	7
<b>Semester</b>	2
<b>Person responsible for the module</b>	Phd, Matsenko O.
<b>Lecturer</b>	Matsenko O.
<b>Language</b>	English
<b>Relation to curriculum</b>	Elective
<b>Credit point</b>	5 credits ECTS
<b>Workload</b>	150 hours: contact hours – 48 hrs. (lectures – 24 hrs.; practical classes – 24 hrs.), individual study – 102 hrs.
<b>Type teaching, contact hours</b>	The module will be delivered in the form of lectures and practical classes. Students will be working in small group during practical classes and make oral presentations and testing. Lectures – 24 hrs.; practical classes – 24 hrs.
<b>Recommended prerequisites</b>	“Psychology”, “Management”, “Economics and Organization Innovation”, “Innovation Management”.
<b>Aims</b>	To provide students with the theoretical knowledge and practical skills required to apply modern theories of motivation on business; stimulate a creativity of staff; incentivize the innovative activities; analyze and evaluate the impact of leadership on the creativity of people; measure the effectiveness of incentive measures.
<b>Module objectives / Learning outcomes</b>	On completion of this module the student should be able to: LO.1. To demonstrate communication skills in professional and academic circles in official and foreign languages. LO.2. To do research, generate new ideas, innovate. LO.3. To substantiate and manage projects or complex actions. LO.4. To evaluate the results of their own work and be responsible for personal professional development. LO.5. To collect, process and analyze statistical data, scientific and analytical materials necessary for solving complex economic problems. LO.6. To apply modern information technology in socio-economic research. LO.7. To evaluate possible risks, socio-economic implications of managerial decisions. LO.8. To organize the development and implementation of projects in the field of economics, taking into account informational, methodological, material, financial and human resources. LO.9. To conduct interdisciplinary analysis of socio-economic phenomena and issues in one or several professional areas. LO.10. To develop complex innovative solutions for current scientific tasks taking into account the specifics of economic, political, social and other processes which take place at industry, national and global levels.
<b>Content</b>	1. The essence of motivation, its role and importance in the enterprise. 2. Concept motivation. 3. Motivational organization of the company. 4. Essence motivational mechanism for the company and its structure. 5. Tools motivation mechanism of enterprise. 6. Subsystems motivating personnel. 7. The concept of innovation and motivation of innovation. 8. State regulation of innovation. 9. Promoting eco-oriented activities.

Assessment tasks	Activity	Further details	%
<b>Type of assessment tasks</b> Summative assessment tasks which lead to the award of credit or which are required for progression (expressed as a %)	<b>COURSE WORK</b> Written assignment/ essay, report, dissertation, portfolio, project output	Short answer test Individual project proposal	40 30
	<b>PRACTICAL</b> Set exercises assessing application of knowledge, analytical, problem-solving or evaluative skills	Case-solving	20
	<b>OTHER</b> Active participation in lectures, seminars, practical classes, labs, individual classes	Participation in lectures	5
		Participation in seminars	5
<b>Assessment tasks</b>	100% coursework based on three elements. <b>Short answer unseen test</b> on the main topics (40% – LO.4, LO.7) <b>Case-solving</b> based on different problem situations with the motivational system of enterprise (20% – LO.1, LO.2, LO.7) Within <b>an individual project</b> students must find an information about the activity of definite enterprise and to analyze the incentive methods used by management (30% – LO.2, LO.3, LO.5, LO.6, LO.8, LO.9, LO.10)		
<b>Reading list</b>	1. The Business Motivation Model Business Governance in a Volatile World (2010). The Business Rules Group. – Mode of access: <a href="http://www.businessrulesgroup.org/second_paper/BRG-BMM.pdf">http://www.businessrulesgroup.org/second_paper/BRG-BMM.pdf</a> . 2. Shanks, N. H. Management and Motivation. Jones and Bartlett Publishers. – Mode of access: <a href="https://www.jblearning.com/samples/076373473X/3473X_CH02_4759.pdf">https://www.jblearning.com/samples/076373473X/3473X_CH02_4759.pdf</a> . 3. Erogul, M. S. & Quagraine, F. Motivation, Networking and Business Growth: Perspectives of Ghanaian Female Entrepreneurs. Journal of Enterprising Culture, 25(03), 297-316.		
<b>Site where delivered</b>	<a href="https://drive.google.com/drive/folders/1t9PhKkax0se9WxwXtTImhYdxj7K06t2X?usp=sharing">https://drive.google.com/drive/folders/1t9PhKkax0se9WxwXtTImhYdxj7K06t2X?usp=sharing</a>		
<b>Date of first approval</b>	2015		
<b>Date of last revision</b>	2017		
<b>Date of approval of this version</b>	2017		

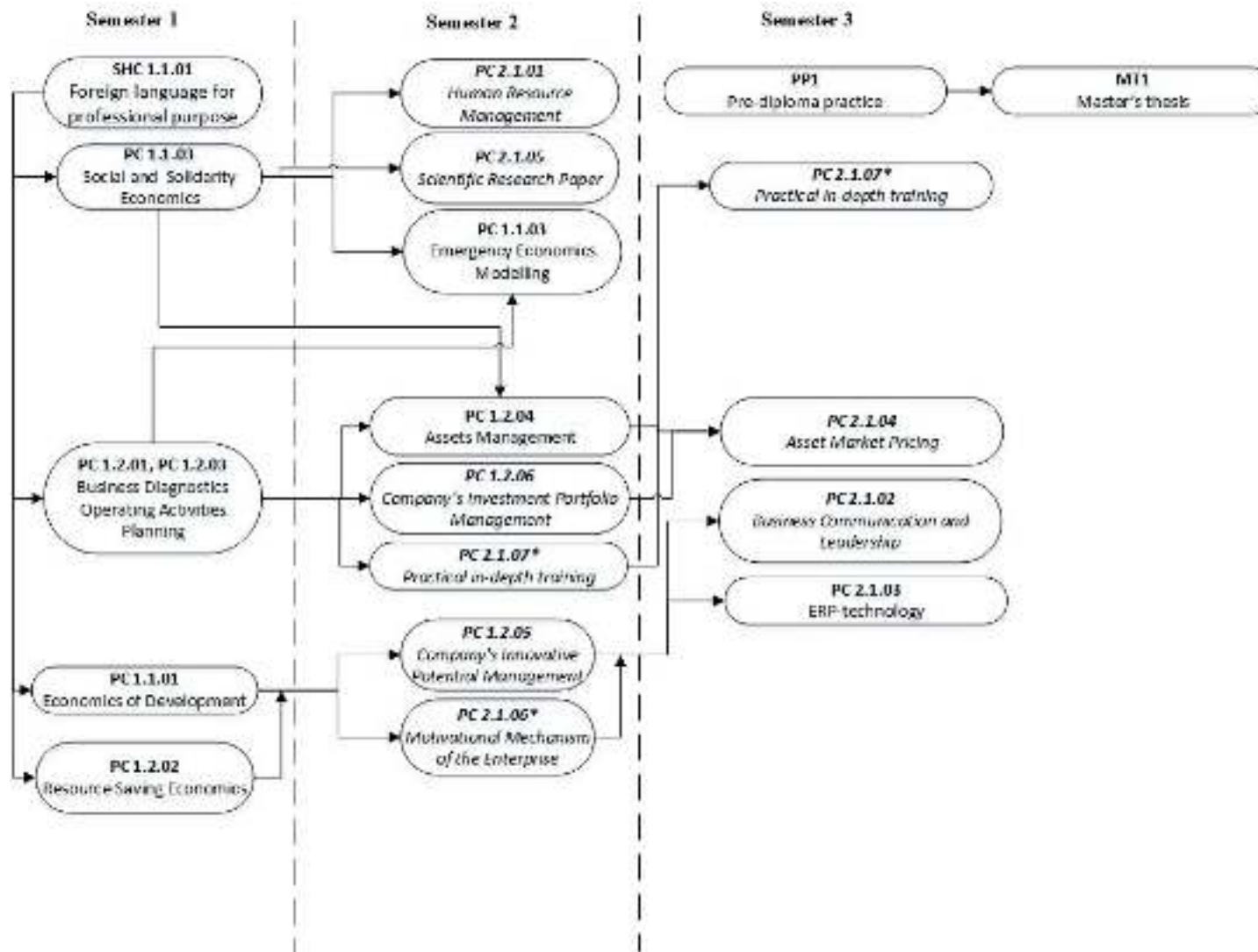
## Appendix 4

### The List of Components of the Master's Study Programme

Code of component	Components of the study programme (study course, course papers, practical trainings, qualification works)	Number of credits	Form of final control
<b>COMPULSORY COMPONENTS</b>			
<b>General training cycle</b>			
CC 1	Foreign language for professional purpose	5	Credit
<b>Professional training cycle</b>			
CC 2	Economics of Development	5	Credit
CC 3	Social and Solidarity Economics	5	Credit
CC 4	Emergency Economics Modelling	5	Credit
CC 5	Business Diagnostics	4	Examination
CC 6	Business Diagnostics (Course Paper)	1	Course paper defence
CC 7	Resource Saving Economics	5	Examination
CC 8	Operating Activities Planning	5	Examination
CC 9	Assets Management	4	Examination
CC 10	Assets Management (Course Paper)	1	Course paper defence
CC 11	Company's Innovative Potential Management	5	Credit
CC 12	Company's Investment Portfolio Management	5	Examination
<b>The total amount</b>		<b>50</b>	
<b>Practical trainings</b>			
PP	Professional (pre-diploma) practice	5	
MT	Preparation and defence of Master's Thesis	10	
<b>The total amount</b>		<b>15</b>	
<b>The total amount of compulsory components</b>		<b>65</b>	
<b>ELECTIVE COMPONENTS</b>			
<b>Elective courses #1</b>			
EC 1	Human Resource Management	5	Examination
EC 2	Business Communication and Leadership	5	Examination
EC 3	ERP-technology	5	Examination
EC 4	Asset Market Pricing	5	Examination
EC 5	Scientific Research Paper	5	Credit
<b>Elective courses #2 Experimental with in-depth practical training</b>			
EC 6	Motivational Mechanism of the Enterprise	5	Credit
EC 7	Practical in-depth training	20	Credit
<b>The total amount of elective components</b>		<b>25</b>	
<b>The total amount of credits for study programme</b>		<b>90</b>	

Note: \* indicates choosing one of the two elected courses relating to the same elected components of the study programme.

## Appendix 5



**Figure1.** The Structural-Logical Scheme of the "Economics and Business Innovation" Study Programme

## Appendix 6

### Staff Description

Name	<b>Leonid Melnyk</b>
Position	Professor, Head of the Department of Economics, Entrepreneurship and Business Administration, Head of Institute for Development Economics Oleg Balatskyi Academic and Research Institute of Finance, Economics and Management of Sumy State University
Academic career	<p>July 1993 – Present     <b>Professor,</b> Head of the Department of Economics, Entrepreneurship and Business Administration, Sumy State University</p> <p>July 1990 – June 1993     <b>Professor,</b> Department of Economics, Sumy Institute of Physics and Technology</p> <p>April 1981 – June 1990     <b>Associate Professor,</b> Department of Economics, Sumy branch of Kharkiv Polytechnic Institute named after V.I. Lenin</p> <p>November 1979 – March 1981     <b>Senior Lecturer,</b> Department of Economics, Sumy branch of Kharkiv Polytechnic Institute named after V.I. Lenin</p> <p>September 1977 – October 1979     <b>Assistant Lecturer,</b> Department of Economics, Sumy branch of Kharkiv Polytechnic Institute named after V.I. Lenin</p> <p>November 1972 – August 1977     <b>Senior Researcher,</b> Sumy branch of Kharkiv Polytechnic Institute named after V.I. Lenin</p>
Employment	–
Research and development projects over the last 5 years	<p>1. Jean Monnet program “Using best EU practices for sustainable economy forming in Ukraine” (UBEUP) 553 185-EPP-1-2014-1-UA-EPPJMO-MODULE), Sumy State University, 2014-2016.</p> <p>2. Research work funded by the state budget of Ukraine “Formation of motivational mechanisms for dematerialization and energy-efficient changes of the national economy”, Sumy State University, 2016.</p> <p>3. Ukrainian-Lithuanian research funded by of the state budget of Ukraine “Development of Institutional and economic basis for sustainable development and green economy forming at regional level”, Sumy State University, 2016-2017.</p> <p>4. Research work funded by the state budget of Ukraine “Development of the fundamental basics of the reproductive mechanism of the "green" economy in the conditions of the information society”, Sumy State</p>

	<p>University, 2015-2017.</p> <p>5. Research work funded by the state budget “Development of the fundamental basics of the reproductive mechanism of social and economic development during the Third Industrial Revolution”, Sumy State University, 2018-2020.</p>
Industry collaborations over the last 5 years	–
Patents and proprietary rights	6 copyright certificates
Important publications over the last 5 years	<p>Selected recent publications from a total of approx. 98 over the last 5 years:</p> <ol style="list-style-type: none"> <li>1. Экономика развития: учебное пособие / под ред. д-ра экон. наук, проф. Л.Г. Мельника, канд. экон. наук А. Вик. Кубатко. – Сумы: Университетская книга, 2017. – 352 с.</li> <li>2. Melnyk L.G. The Theory of Systems Development. Saarbrücken: Palmarium Academic Publishing, 2016. – 528 с.</li> <li>3. Мельник Л.Г. Триалектические основы управления развитием экономических систем: монография / Л.Г. Мельник. – Сумы: Университетская книга, 2015. – 447 с.</li> <li>4. Melnyk L.G. Trialectics of Systems Formation and Development / L.G. Melnyk // Actual Problems of Economics. – № 10 (160). – 2014. – P. 34–39. (SCOPUS)</li> <li>5. Melnyk L.G. Where Ukrainian regions too different to start interregional confrontation: economic, social and ecological convergence aspects? / L.G. Melnyk, O.V. Kubatko, O.V. Kubatko // Economic research. – 2016. – Vol. 29, NO. 1 (June 2016). – P. 573-582. (SCOPUS)</li> <li>6. Melnyk L.G. Innovations in the context of modern economic transformation processes of enterprise, region, country: the EU experience/ L.G. Melnyk, I.B. Dehtyarova, D.V. Gorobchenko, O.M. Matsenko // Marketing and Management of Innovations. – 2017. - № 4. – P. 260-271. (Web of Science)</li> <li>7. Мельник Л.Г. Социальная и солидарная экономика при переходе к сестейновому развитию: опыт ЕС / Л.Г. Мельник, И.Б. Дежурова, Е.В. Шкарупа, Е.Ю. Чигрин // Механізм регулювання економіки. – 2014. – № 4 (66). – С. 89-99.</li> </ol>
Activities in specialist bodies over the last 5 years	<ol style="list-style-type: none"> <li>1. Sumy State University, member of Specialized Academic Council D 055.051.01, for the defense of doctoral and candidate's dissertations in the specialties 08.00.04 - economy and management of enterprises (by types of economic activity); 08.00.06 - environmental economics and environmental protection, September 2014 – present.</li> <li>2. Sumy State University, member of Academic Council of Oleg Balatskyi Academic and Scientific Institute of Finance, Economics and Management June 1990 – present.</li> <li>3. Sumy State University, Editor-in-Chief, The International Scientific Journal “Mechanism of Economic Regulation”, January 1999 – present.</li> <li>4. Ministry of Education and Science of Ukraine, Higher Education Sector of Scientific and Methodical Council, member of Scientific and Methodical Subcommittee on Specialty 051 “Economics”, October 2016 – present.</li> </ol>

Name	<b>Iryna Sotnyk</b>
Position	Deputy Head, Professor, Department of Economics, Entrepreneurship and Business Administration Oleg Balatskyi Academic and Research Institute of Finance, Economics and Management of Sumy State University
Academic career	<p>June 2010 – Present <b>Professor, Deputy Head,</b> Department of Economics, Entrepreneurship and Business Administration, Oleg Balatskyi Academic and Research Institute of Finance, Economics and Management of Sumy State University</p> <p>April 2003 – June 2010 <b>Associate Professor,</b> Department of Economics, Sumy State University</p> <p>June 2002 – April 2003 <b>Senior Lecturer,</b> Department of Economics, Sumy State University</p> <p>September 2000 – May 2002 <b>Assistant Lecturer,</b> Department of Economics, Sumy State University</p>
Employment	–
Research and development projects over the last 5 years	<ol style="list-style-type: none"> <li>1. Research work funded by the state budget of Ukraine “Organizational and economic mechanisms for stimulating renewable energy development in Ukraine, Sumy State University, 2017-2019.</li> <li>2. Research work funded by the state budget of Ukraine “Innovation management of energy efficient and resource saving technologies in Ukraine”, Sumy State University, 2018-2020.</li> <li>3. Research work funded by the state budget of Ukraine "Development of fundamental principles of reproduction mechanism of the social and economic development during the Third industrial revolution", Sumy State University, 2018-2020.</li> <li>4. Research work funded by the state budget of Ukraine "Model of system for managing efficiency and forecasting electricity use", Sumy State University, 2018-2020.</li> <li>5. Research work funded by the state budget of Ukraine "Formation of motivation mechanisms of dematerialization and energy efficient changes of the national economy", Sumy State University, 2016.</li> <li>6. Research work funded by the state budget of Ukraine "Methodology of forming mechanism for national economics innovative development based on alternative energy", Sumy State University, 2015-2017.</li> <li>7. Research work funded by the state budget of Ukraine "Development of fundamental principles of reproduction mechanism of “green” economy in the information society", Sumy State University, 2015-2017.</li> <li>8. Research work funded by the state budget of Ukraine "Forming institutional and economic bases of sustainable development and “green” economy on regional level", Sumy State University, 2016-2017.</li> </ol>

Industry collaborations over the last 5 years	–
Patents and proprietary rights	–
Important publications over the last 5 years	<p>Selected recent publications from a total of approx. 90 over the last 5 years:</p> <ol style="list-style-type: none"> <li>1. Сотник І. М. Організаційно-економічні проблеми і перспективи розвитку відновлювальної енергетики у приватних домогосподарствах України / І. М. Сотник // Економічний форум. – 2018. – № 3. – С. 47–56.</li> <li>2. Сотник І. М. Соціальна та солідарна економіка / І. М. Сотник, О. М. Волк // Підприємництво, торгівля та біржова діяльність : підручник / за заг. ред. д.е.н., проф. І. М. Сотник, д.е.н., проф. Л. М. Таранюка. – Суми : ВТД «Університетська книга», 2018. – С. 177–198.</li> <li>3. Сотник І. М. Соціальне підприємництво як інструмент реалізації глобальних цілей сталого розвитку / І. М. Сотник, В. В. Гаврилова, Є. В. Коваленко // Актуальні проблеми економіки. – 2018. – № 2 (200). – С. 62-73.</li> <li>4. Sotnyk I. M. Energy efficient development of Ukraine as respond to modern challenges / I. M. Sotnyk // International economic relations and sustainable development: monograph, O. Prokopenko, T. Kurbatova (Eds.). Ruda Śląska, Drukarnia i Studio Graficzne Omnidium, 2017. – P. 151–166.</li> <li>5. Sotnyk I. Determinants of energy efficiency and energy consumption of Eastern Europe post-communist economies / I. Sotnyk, L. Sineviciene, O. Kubatko // Energy &amp; Environment. – 2017. – Vol. 28(8). – P. 870-884. DOI: 10.1177/0958305X17734386. (SCOPUS, WEB of SCIENCE)</li> <li>6. Sotnyk I. What makes countries to be energy efficient: case of Lithuania and Ukraine? / I. Sotnyk, L. Sineviciene, O. Kubatko, A. Lakstutiene // Proceedings of the 2017 International Conference “Economic Science for Rural Development” No 45. Jelgava, LLU ESAF, 27-28 April 2017. – P. 213-220. (WEB of SCIENCE)</li> <li>7. Сотник І. М. Бюджет участі: досвід застосування та перспективи вдосконалення в містах України / І. М. Сотник, Я. О. Ус // Механізм регулювання економіки. – 2017. – Вип. 2. – С. 24–39.</li> <li>8. Sotnyk I.M. Energy efficiency of Ukrainian economy: problems and prospects of achievement with the help of ESCOs / I. M. Sotnyk // Actual Problems of Economics. – 2016. – Vol. 1. – P. 192–199. (SCOPUS)</li> </ol>
Activities in specialist bodies over the last 5 years	<ol style="list-style-type: none"> <li>1. Sumy State University, member of Specialized Academic Council D 55.051.01 for the defence of doctoral and candidate's dissertations in the specialty 08.00.06 – Economics of Nature Using and Environmental Protection, November 2016 – present.</li> <li>2. Sumy State University, member of Academic Council of Oleg Balatskyi Academic and Scientific Institute of Finance, Economics and Management November 2012 – present.</li> <li>3. Sumy State University, Deputy Editor-in-Chief, The International Scientific Journal “Mechanism of Economic Regulation”, September 2014 – present.</li> <li>4. Ministry of Education and Science of Ukraine, Higher Education Sector of Scientific and Methodical Council, member of Scientific and Methodical Subcommittee on Specialty 076 “Entrepreneurship, trade and exchange activity”, October 2016 – present.</li> </ol>



Name	<b>Viktor Oliinyk</b>
Position	Professor, Department of Economic Cybernetics, Education and Research Institute for Business Technologies “UAB” of Sumy State University
Academic career	<p>April 2016 – Present      <b>Professor</b>, Department of Economic Cybernetics, Education and Research Institute for Business Technologies “UAB” of Sumy State University</p> <p>September 2014 – April 2016      <b>Head of the Department</b>, Department of Economic Cybernetics, Ukrainian Academy of Banking of the National Bank of Ukraine</p> <p>September 2006 – September 2014      <b>Associate Professor</b>, Department of Finance, Sumy State University</p>
Employment	–
Research and development projects over the last 5 years	–
Industry collaborations over the last 5 years	–
Patents and proprietary rights	–
Important publications over the last 5 years	<p>Selected recent publications from a total of approx. 62:</p> <ol style="list-style-type: none"> <li>1. Oliinyk V. Modeling of the optimal structure of insurance portfolio / V. Oliinyk // Problems and Perspectives in Management. – 2015. – № 2, Volume 13. – P. 230–234 (SCOPUS)</li> <li>2. Oliinyk V. Modeling of the rating assessment of insurance companies financial soundness / V. Oliinyk // Bank and Bank Systems. – 2015. – № 2, Volume 10. – P. 54–59 (SCOPUS)</li> <li>3. Oliinyk V. Statistical model of risk assessment of insurance company’s functioning / O. Kozmenko, V. Oliinyk // Investment Management and Financial Innovations. – 2015. – № 2, Volume 12. – P. 189–194 (SCOPUS)</li> <li>4. Олійник В. М. Фінансова стійкість страхових компаній: монографія / В.М. Олійник. – Суми: Університетська книга, 2015. – 287 с.</li> <li>5. Олійник В.М. Економіко-математичне моделювання в розвитку страхування та управлінні страховими тарифами: монографія / В.М. Олійник. – Суми : Університетська книга, 2014. – 366 с.</li> </ol>
Activities in specialist bodies over the last 5 years	–

Name	<b>Larysa Otroshchenko</b>
Position	Associate Professor, Department of Foreign Languages, Education and Research Institute for Business Technologies "UAB" of Sumy State University
Academic career	<p>May 2016 – Present      <b>Associate Professor,</b> Department of Foreign Languages, Education and Research Institute for Business Technologies "UAB" of Sumy State University</p> <p>September 1997 – April 2016      <b>Associate Professor,</b> Department of Foreign Languages, Ukrainian Academy of Banking of the National Bank of Ukraine</p> <p>August 1997 – September 1995      <b>German and English teacher,</b> Sumy College of Commerce</p> <p>August 1995– September 1992      <b>German teacher,</b> Sumy secondary school № 13</p>
Employment	–
Research and development projects over the last 5 years	"Methodology of communicative language competences development in teaching, learning and assessment of foreign languages: linguistic, socio-cultural and pragmatic aspects"(registered #01160000932), Sumy State University, 2016-2019
Industry collaborations over the last 5 years	–
Patents and proprietary rights	–
Important publications over the last 5 years	<p>Selected recent publications from a total of 48:</p> <ol style="list-style-type: none"> <li>Otroshchenko L.S. Building communication skills in German and French on the basis of business English [Electronic resource]: handbook: in 2 parts. P.2 / G.B. Kozlovska, L.S. Otroshchenko, Yu.A. Skarloupina. - Sumy: Sumy State University, 2018. - 156 c.</li> <li>Otroshchenko L.S. Methodological instructions for practical lessons and self-study on the topic "Shaping the world: the role of IT technologies" on the discipline "Foreign language for professional purposes (English)": for students-masters of the specialty "Economics" (educational program "Economic cybernetics") for full-time training / G. B. Kozlovska, L.S. Otroshchenko. – ERI BT "UAB". – Sumy: Sumy State University, 2018. – 53 p.</li> <li>Отрощенко Л.С. Blended learning як один з методів викладання іноземних мов / Л.С. Отрощенко, Д.О. Медведовська, Т.В. Турчина// Актуальні проблеми романо-германської філології та прикладної лінгвістики/ редкол. В.І. Кушнерик та ін. - Чернівці: Видавничий дім "РОДОВІД", 2018. - Вип. 1(15). – 378 с. – С. 262-265.</li> <li>Отрощенко Л. С. Особливості змісту, форм та методів формування економічної компетентності дорослих у сучасній системі освіти / Р. В.</li> </ol>

	<p>Миленкова, Л. В. Андрейко, Л. С. Отрощенко. // Педагогічні науки: теорія, історія, інноваційні технології / СумДПУ імені А. С. Макаренка. – 2016. – № 10 (64) – С. 89–99.</p> <p>5. Отрощенко Л.С. Формування навичок спілкування німецькою та французькою мовами на базі ділової англійської мови = Building communication skills in German and French on the basis of business / Л.С. Отрощенко, Г.Б. Козловська, Ю.А. Скарлупіна // English Part I: навчальний посібник для практичної та самостійної роботи з німецької та французької мови як другої іноземної. – Суми: Сумський державний університет, 2017. – 212 с.</p> <p>6. Otroshchenko L. Creation of myths in the modern world / L. Otroshchenko, O. Boyko //American Journal of Scientific and Educational research. – No. 1 (4) January-June. – New York, “Columbia Press”, 2014. - P. 417-423.</p>
<p>Activities in specialist bodies over the last 5 years</p>	<p>Member of the International Association of Teachers of Foreign Languages (IATEFL) and Association of Ukrainian Germanists</p>

Name	<b>Yurii Derevianko</b>
Position	Associate Professor, Department of Economics, Entrepreneurship and Business Administration, Oleg Balatskyi Academic and Research Institute of Finance, Economics and Management of Sumy State University
Academic career	February 2010 - Present <b>Associate Professor,</b> Department of Economics, Entrepreneurship and Business Administration, Sumy State University  September 2009 - January 2010 <b>Senior Lecturer,</b> Department of Economics, Sumy State University  November 2002 - August 2009 <b>Assistant Lecturer,</b> Department of Economics, Sumy State University
Employment	–
Research and development projects over the last 5 years	Research work “Grounding of economic decisions based on the time factor”, Sumy State University, 2011-2017
Industry collaborations over the last 5 years	–
Patents and proprietary rights	–
Important publications over the last 5 years	Selected recent publications from a total of approx. 30 over the last 5 years: 1. Derev’yancko Yu. M. Modern Approaches to the Hysteresis Analysis in Economic Systems and EU experience / Yuriy M. Derev’yancko, Olha A. Lukash, Olena V. Kyrychenko // Mechanism of Economic Regulation. – 2018. – №1. – P. 45 - 52. 2. Дерев’янюк Ю. М. Підприємництво і підприємець: сутність та особливості. Еволюція та типологія підприємництва / Підприємництво, торгівля та біржова діяльність : підручник / Ю. М. Дерев’янюк, О. А. Лукаш / за заг. ред. д.е.н., проф. І. М. Сотник, д.е.н., проф. Л. М. Таранюка. – Суми : Університетська книга, 2018. – 572 с. – С. 16–27. 3. Derev’yancko Yu.M. Companies’ Innovative Development Trends in the Green Economy / Yu. M. Derev’yancko, O. A. Lukash, T. V. Marchenko // Mechanism of Economic Regulation. – 2016. – №4. – P. 77 - 85. 4. Дерев’янюк Ю. М. Соціальна та солідарна економіка: поняття та сутність, досвід та перспективи / Ю. М. Дерев’янюк, Л. Г. Мельник, О. В. Кубатко // Механізм регулювання економіки. – 2014. – №3. – P. 89 - 98. 5. Дерев’янюк Ю. М. Фактор часу і його вплив на економічні показники / Підприємництво, торгівля та біржова діяльність : підручник / Дерев’янюк Ю. М., Мельник Л. Г., Васильєва Т. А. та інші, / Економіка

	підприємства : підручник / за заг. ред. д.е.н., проф. Л. Г. Мельника. – Суми : Університетська книга, 2013. – 864 с. – Розділ 10. – С. 292–308.
Activities in specialist bodies over the last 5 years	–

Name	<b>Iryna Dehtyarova</b>
Position	Associate Professor, Department of Economics, Entrepreneurship and Business Administration, Oleg Balatskyi Academic and Research Institute of Finance, Economics and Management of Sumy State University
Academic career	<p>October 2011 – Present      <b>Associate Professor,</b> Department of Economics, Entrepreneurship and Business Administration, Sumy State University</p> <p>October 2009 – September 2011      <b>Senior Lecturer,</b> Department of Economics and Business Administration, Sumy State University</p> <p>November 2008 – September 2009      <b>Assistant Lecturer,</b> Department of Economics, Sumy State University</p> <p>November 2005 – November 2008      <b>PhD student in Economics,</b> Department of Economics at Sumy State University</p> <p>September 2002 – October 2005      <b>Instructor of General English,</b> Foreign Languages Department, Sumy State Pedagogical University named after A.S. Makarenko.</p>
Employment	–
Research and development projects over the last 5 years	<ol style="list-style-type: none"> <li>1. Research work funded by the state budget of Ukraine “Institutional mechanisms of integrated management of transition process to sustainable development of the regions of Ukraine and Belarus”, Sumy State University, 2013.</li> <li>2. Jean Monnet program “Using best EU practices for sustainable economy forming in Ukraine” (UBEUP) 553 185-EPP-1-2014- 1-UA-EPPJMO-MODULE), Sumy State University, 2014-2016.</li> <li>3. Research work funded by the state budget of Ukraine “Formation of motivational mechanisms for dematerialization and energy-efficient changes of the national economy”, Sumy State University, 2016.</li> <li>4. Ukrainian-Lithuanian research funded by of the state budget of Ukraine “Development of Institutional and economic basis for sustainable development and green economy forming at regional level”, Sumy State University, 2016-2017.</li> <li>5. Research work funded by the state budget of Ukraine “Development of the fundamental basics of the reproductive mechanism of the "green" economy in the conditions of the information society”, Sumy State University, 2015-2017.</li> <li>6. Research work funded by the state budget “Development of the fundamental basics of the reproductive mechanism of social and economic development during the Third Industrial Revolution”, Sumy State University, 2018-2020.</li> </ol>
Industry collaborations	–

over the last 5 years	
Patents and proprietary rights	–
Important publications over the last 5 years	<p>Selected recent publications from a total of approx. 30 over the last 5 years:</p> <ol style="list-style-type: none"> <li>1. Дегтярьова І.Б. Економічні та фінансові інструменти забезпечення сталого регіонального розвитку/ І.Б. Дегтярьова, О.І. Мельник, Я.В. Романченко // Механізм регулювання економіки. – 2014. – № 3. – С. 18-28.</li> <li>2. Дегтярева И.Б. Социальная и солидарная экономика при переходе к сестейновому развитию: опыт ЕС/ Л.Г. Мельник, И.Б. Дегтярева, Е.В. Шкарупа, Е.Ю. Чигрин //Механізм регулювання економіки. – 2014. – № 4 (66). – С. 89-99.</li> <li>3. Dehtyarova I.B. Current threats to energy and resource efficient development of Ukrainian economy/ I.N. Sotnyk, I.B. Dehtyarova, Y.V. Kovalenko //Actual Problems of Economics. –#11(173).– 2015.– P. 137-145. (SCOPUS)</li> <li>4. Дегтярьова І.Б. Енергоефективність та відновлювальні джерела енергії: практика Європейського Союзу / Л.Г. Мельник, І.Б. Дегтярьова // Економіка енергетики : підручник/ за ред. д.е.н., проф. Мельника, д.е.н., проф. І.М.Сотник. – Суми : Університетська книга, 2015. – С. 244-250.</li> <li>5. Dehtyarova I.B. Innovations in the context of modern economic transformation processes of enterprise, region, country: the EU experience/ L.G. Melnyk, I.B. Dehtyarova, D.V. Gorobchenko, O.M. Matsenko // Marketing and Management of Innovations. – 2017. – № 4. – P. 260-271. (WEB of SCIENCE)</li> <li>6. Дегтярьова І.Б. Сучасні конкурентні стратегії у підприємстві// Підприємництво, торгівля та біржова діяльність [Текст] : підручник / за заг. ред. д.е.н., проф. І. М. Сотник, д.е.н., проф. Л. М. Таранюка. – Суми : ВТД «Університетська книга», 2018. – С. 369-372.</li> <li>7. Dehtyarova I. Fiscal decentralization and macroeconomic stability: the experience of Ukraine’s economy / Leonid Melnyk, Lina Sineviciene, Oleksii Lyulyov, Tetyana Pimonenko, Iryna Dehtyarova //Problems and Perspectives in Management (open-access).– 2018.– 16(1).– P. 105-114. (SCOPUS)</li> </ol>
Activities in specialist bodies over the last 5 years	–

Name	<b>Olena Chygryn</b>
Position	Associate Professor, Department of Economics, Entrepreneurship and Business Administration, Oleg Balatskyi Academic and Research Institute of Finance, Economics and Management of Sumy State University
Academic career	February 2005 - Present <b>Associate Professor,</b> Department of Economics, Entrepreneurship and Business Administration, Sumy State University  June 2003 - January 2005 <b>Senior Lecturer,</b> Department of Economics and Business Administration, Sumy State University  November 2001 - May 2003 <b>Assistant Lecturer,</b> Department of Economics, Sumy State University
Employment	–
Research and development projects over the last 5 years	Ukrainian-Lithuanian research funded by of the state budget of Ukraine “Development of Institutional and economic basis for sustainable development and green economy forming at regional level”, Sumy State University, 2016-2017.
Industry collaborations over the last 5 years	–
Patents and proprietary rights	–
Important publications over the last 5 years	Selected recent publications from a total of approx. 30 over the last 5 years: 1. Chygryn O.Y. Ways to financing environmental and recourse saving activity in Ukraine // Сталий людський розвиток місцевих громад : Наукові праці ВНЗ-партнерів ЄС/ПРООН «Місцевий розвиток, орієнтований на громаду» [укладачі: М.А. Лепський, І.В. Дударева]; за заг. ред. М.А. Лепського, 2015. – С. 278-284. 2. Чигрин О.Ю. Екологічний аудит в корпоративному секторі економіки: організаційно-економічні засади : монографія / О.Ю. Чигрин, Т.В. Пімоненко. - Х. : «Діса плюс», 2015. – 200 с. 3. Chygryn O. Green entrepreneurship as an integral part of the national economy convergence. National Security & Innovation Activities: Methodology, Policy and Practice: monograph // O. Chygryn, T. Pimonenko / edited by Dr. of Economics, Prof. O. Prokopenko, Ph.D in Economics V. Omelyanenko, Ph.D in Technical Sciences, Assoc. Prof. Yu. Ossik. – Ruda Śląska : Drukarnia i Studio Graficzne Omnidium, 2018. – 416 p.- P. 358-366. 4. Чигрин О.Ю. Теоретико-прикладні аспекти розвитку екологічного інвестування в Україні // О.Ю. Чигрин, В.С. Красняк //Маркетинг і менеджмент інновацій. – Суми: ТОВ "ВТД "Університетська книга", 2015. – № 3. – С. 226-234.(WEB OF SCIENCE) 5. Chygryn O. The Mechanism of the Resource-Saving Activity at Joint Stock Companies: the Theory and Implementation Features // International



	<p>Journal of Ecology &amp; Development™ .– Volume 31. – Issue 3 (2016): 42-59. (SCOPUS)</p> <p>6. Chygryn O. Environmental Performance Index: relation between social and economic welfare of the countries / O. Chygryn, T. Pimonenko, O. Lyulyov, M. Palienko // Environmental Economics. – 2018. – 9(3).– P.7-16.</p> <p>7. Chygryn O. Macroeconomic imbalance to convergence: EU experience for Ukraine / O. Chygryn, T. Pimonenko, O. Lyulyov, B. Kovalov // Geopolitics under Globalization. – 2018.– 2(1).– P.1-10.</p> <p>8. Чигрин О.Ю. Інвестиційна привабливість та екологічні інвестиції / О.Ю. Чигрин, В.С. Красняк // Економічні проблеми сталого розвитку: матеріали Міжнародної науково-практичної конференції імені проф. Балацького О. Ф. (м. Суми, 27 травня 2015 р.) / за заг. ред. О. В. Прокопенко, М. М. Петрушенка. – Суми : Сумський державний університет, 2015. – С. 65-67.</p>
<p>Activities in specialist bodies over the last 5 years</p>	<p>Program Director of Environmental Economics, Department of Economics, Entrepreneurship and Business Administration, Sumy State University</p>

Name	<b>Oleksandr Derykolenko</b>
Position	Associate Professor, Department of Economics, Entrepreneurship and Business Administration, Oleg Balatskyi Academic and Research Institute of Finance, Economics and Management of Sumy State University
Academic career	September 2013 – Present <b>Associate Professor,</b> Department of Economics, Entrepreneurship and Business Administration, Sumy State University  September 2008 – August 2013 <b>Senior Lecturer,</b> Department of Economics and Business Administration, Sumy State University
Employment	–
Research and development projects over the last 5 years	1. Research work funded by the state budget of Ukraine “Formation of motivational mechanisms for dematerialization and energy-efficient changes of the national economy”, Sumy State University, 2016. 2. Research work funded by the state budget “Development of the fundamental basics of the reproductive mechanism of social and economic development during the Third Industrial Revolution”, Sumy State University, 2018-2020.
Industry collaborations over the last 5 years	–
Patents and proprietary rights	–
Important publications over the last 5 years	Selected recent publications from a total of approx. 33 over the last 5 years: 1. Дериколєнко О.М. Методологія венчурної діяльності промислових підприємств: монографія / О.М. Дериколєнко – Суми: Вид-во ВВП «Мрія», 2017. – 346 с. 2. Derykolenko O.M. Mathematical economic models of industrial facilities' venture projects assessment / O.M. Derykolenko, Illiashenko S.M., Strielkowski W. (eds.) // Managing economic growth: marketing, management, and innovations. – Prague Institute for Qualification Enhancement: Prague, 2016. – 1st edition. – 640 pages. – P. 40-46. 3. Дериколєнко А.Н. Теоретико-методичний підхід до формування оптимальної бізнес-моделі для венчурних промислових підприємств / О.М. Дериколєнко // Економічний вісник Запорізької державної інженерної академії. – 2016. – Вип. 6 (06). – Ч.1. – С. 94-97. 4. Дериколєнко О.М. Інфраструктура венчурної діяльності промислових підприємств в Україні / О.М. Дериколєнко // Механізм регулювання економіки. – 2017. – № 1. – С. 37-47. 5. Derykolenko O.M. Conceptual model of Ukrainian industrial facilities funding with venture capital / O.M. Derykolenko // Вісник Одеського Національного університету. Серія «Економіка». – 2017. – Т. 22. – Вип. 2 (55) – С. 93-98.
Activities in specialist bodies over the last 5 years	–

Name	<b>Oleksandr Kubatko</b>
Position	Associate Professor, Department of Economics, Entrepreneurship and Business Administration, Oleg Balatskyi Academic and Research Institute of Finance, Economics and Management of Sumy State University
Academic career	<p>January 2015 - Present      <b>Associate Professor,</b> Department of Economics, Entrepreneurship and Business Administration, Sumy State University</p> <p>April 2010 - December 2015      <b>Senior Lecturer,</b> Department of Economics and Business Administration, Sumy State University</p>
Employment	–
Research and development projects over the last 5 years	<p>1. Research work "Development of scientific and methodological foundations and practical tools for financial policy of sustainable development of united territorial communities" (Registered # 0117U003935), 2017-2020.</p> <p>2. Research work funded by the state budget of Ukraine «Development of the fundamental basics of the reproductive mechanism of social and economic development during the Third Industrial Revolution», Sumy State University, 2018-2020.</p>
Industry collaborations over the last 5 years	“Methodological bases of economic system adaptation to resource scarcity and their fluctuations”, 2013-2015
Patents and proprietary rights	<p>1. Scientific study guide “Basics of EU economy and EU trade policy”.</p> <p>2. Scientific study guide “Ukraine and European Union: Preconditions and Vectors of Social and Economic Integration”.</p>
Important publications over the last 5 years	<p>Selected recent publications from a total of approx. 40 over the last 5 years:</p> <p>1. Kubatko O. V. The impact of foreign direct investment on economic growth: case of post communism transition economies / Leonid G. Melnyk, Oleksandr V. Kubatko, Sergiy M. Pysarenko // Problems and perspectives in Management. – 2014. – Vol 12 (Issue 1). – P. 17-24.</p> <p>2. Kubatko O. DCFTA Implementation in Ukraine: Main Opportunities and Challenges / O. Kubatko // EU and its Eastern Neighborhood: Fostering deeper Europeanization of Moldova (Jean Monnet Publication); ed.: Oleseă Sirbu [et al.]. – Chişinău : Impressum, 2016. – p.140-150. <a href="http://ema-project.md/assets/fdem-final.pdf">http://ema-project.md/assets/fdem-final.pdf</a></p> <p>3. Kubatko O.V. Problems of EU integration policy in Ukraine: some experience from Poland / O.V Kubatko, T.V. Pimonenko // Studies of economic and social processes. Society and economy in the 21st century Poznań – Środa Wielkopolska. – 2015. – P. 216-227.</p> <p>4. Kubatko O.V. Were Ukrainian regions too different to start interregional confrontation: economic, social and ecological convergence aspects? / Leonid G. Melnyk, Oleksandr V. Kubatko, Oleksandra V. Kubatko // Economic Research-Ekonomska Istraživanja. – Vol. 29.– Iss. 1.– 2016 – PP. 573-582 (SCOPUS, WEB of SCIENCE).</p>

	<p><a href="http://dx.doi.org/10.1080/1331677X.2016.1174387">http://dx.doi.org/10.1080/1331677X.2016.1174387</a>.</p> <p>5. Kubatko O. Determinants of energy efficiency and energy consumption of Eastern Europe post-communist economies / Lina Sineviciene, Iryna Sotnyk, Oleksandr Kubatko // Energy &amp; Environment. – 2017. –Volume: 28.– Issue: 8.– P. 870-884 (SCOPUS, WEB of SCIENCE).</p> <p>6. Kubatko O. Economic Estimations of Pollution Related Cancer and Nerves Morbidity/ Oleksandr Kubatko, Oleksandra Kubatko// International Journal of Ecology &amp; Development.– 2017.– Volume 32.– Issue Number 1.– P. 33-43. (SCOPUS, WEB of SCIENCE)</p> <p>7. Kubatko O. V. Environmental pollution and population health: convergence estimations / O. V. Kubatko, O. V. Kubatko // Scientific Conference on Economics and Entrepreneurship (SCEE'2017) (October 13-14, 2017), Riga. – 2017.– P. 154-156.</p>
Activities in specialist bodies over the last 5 years	–

Name	<b>Oleksii Lyulyov</b>
Position	Associate Professor, Department of Economics, Entrepreneurship and Business Administration, Oleg Balatskyi Academic and Research Institute of Finance, Economics and Management of Sumy State University
Academic career	<p>October 2014 - Present      <b>Associate Professor,</b> Department of Economics, Entrepreneurship and Business Administration, Sumy State University</p> <p>June 2012 - September 2014      <b>Senior Lecturer,</b> Department of Economics and Business Administration, Sumy State University</p> <p>November 2009 - May 2012      <b>Assistant Lecturer,</b> Department of Economics, Sumy State University</p>
Employment	–
Research and development projects over the last 5 years	Research work funded by the state budget of Ukraine "Foresight of the national economy stability: from social, ecological and economics contradictions to a convergent model", Sumy State University, 2017-2019.
Industry collaborations over the last 5 years	–
Patents and proprietary rights	–
Important publications over the last 5 years	<p>Selected recent publications from a total of approx. 30 over the last 5 years:</p> <ol style="list-style-type: none"> <li>1. Lyulyov O.V. Scientific and methodic approaches to reveal stability essence at the industrial enterprises and its functional components / O.V. Lyulyov // Economic Processes Management: International Scientific E-Journal. – 2016.– №4. – Mode of access: <a href="http://epm.fem.sumdu.edu.ua/download/2016_4/epm2016_4_12.pdf">http://epm.fem.sumdu.edu.ua/download/2016_4/epm2016_4_12.pdf</a>.</li> <li>2. Люльов О.В. Модель Лотки-Вольтерри як інструмент аналізу стійкості інвестиційних та інноваційних процесів / О. В. Люльов, Т. В. Пимоненко // Маркетинг і менеджмент інновацій. – 2017. – №1. – С. 159-169 (WEB of SCIENCE).</li> <li>3. Люльов О.В. Міжнародний досвід використання фіскальних правил в контексті макроекономічної стабільності / О.В. Люльов, Н.В. Винниченко // Фінансові дослідження.– 2017.– №1(2). – Режим доступу: <a href="http://fr.stu.cn.ua/tmppdf/81.pdf">http://fr.stu.cn.ua/tmppdf/81.pdf</a>.</li> <li>4. Люльов О.В. Моделювання стійкості функціонування економічних систем / О.В. Люльов // Social and economic changes of contemporary society: монографія. – Opole: The Academy of Management and Administration in Opole, 2017. – С.101-107.</li> <li>5. Люльов О.В. Макроекономічна стабільність як фактор покращення конкурентоспроможності країни / О.В. Люльов, К.І. Кириченко // Управління інноваційною складовою економічної безпеки : монографія; за ред. д.е.н., проф. Прокопенко О.В. (гол. ред.), к.е.н., доц. Школи</li> </ol>

	<p>В.Ю., к.е.н. Щербаченко В.О. – Суми : ТОВ «Триторія», 2017. – Т. I. – С. 13-25.</p> <p>6. Lyulyov O. Economic freedom and democracy: determinant factors in increasing macroeconomic stability / Yuri Yevdokimov, Leonid Melnyk, Oleksii Lyulyov, Olga Panchenko and Victoria Kubatko // Problems and Perspectives in Management. – 2018. – 16(2). – P. 279-290. (SCOPUS)</p> <p>7. Lyulyov O. Macroeconomic stability and social progress in the EU member states and Ukraine / O. Lyulyov // Annals of Marketing Management &amp; Economics.– 2018. – Vol. 4.– № 1. – P.53-64.</p>
<p>Activities in specialist bodies over the last 5 years</p>	<p>Deputy Director of Educational and Organizational Work, Oleg Balatskyi Academic and Research Institute of Finance, Economics and Management of Sumy State University</p>

Name	<b>Oleksandr Matsenko</b>
Position	Associate Professor, Department of Economics, Entrepreneurship and Business Administration, Oleg Balatskyi Academic and Research Institute of Finance, Economics and Management of Sumy State University
Academic career	<p>May 2012 - Present      <b>Associate Professor,</b> Department of Economics, Entrepreneurship and Business Administration, Sumy State University</p> <p>October 2010 - April 2012      <b>Senior Lecturer,</b> Department of Economics and Business Administration, Sumy State University</p> <p>November 2008 - September 2010      <b>Assistant Lecturer,</b> Department of Economics, Sumy State University</p>
Employment	2003–2005 – IT Management Raiffeisen Bank Aval.
Research and development projects over the last 5 years	<ol style="list-style-type: none"> <li>1. Research funded by the state budget of Ukraine «Development of the fundamental basics of the reproductive mechanism of the "green" economy in the conditions of the information society», Sumy State University, 2015-2017.</li> <li>2. Ukrainian-Lithuanian research funded by of the state budget of Ukraine "Forming institutional and economic bases of sustainable development and green economy on regional level", Sumy State University, 2016-2017.</li> <li>3. Research work funded by the state budget of Ukraine «Development of the fundamental basics of the reproductive mechanism of social and economic development during the Third Industrial Revolution», Sumy State University, 2018-2020.</li> </ol>
Industry collaborations over the last 5 years	<ol style="list-style-type: none"> <li>1. "Formation of project management mechanisms in the field of big data (Big data)"(Registered # 53.14-01.17.СП), 2017-2018.</li> <li>2. "Ecological-economic analysis of venture projects in the field of alternative energy" (Registered # 53.14-01.17.СП/1), 2018-2019.</li> <li>3. "Conducting studies to determine the indicators of economic and social development of the city of Sumy in the medium term" (Registered # 164/34-18), 2018.</li> <li>4. Project of the forecast of economic and social development of Romny city in the Sumy region for the medium term (Registered # 53.17-10.18.СП), 2018.</li> <li>5. Project of forecast of economic and social development of the Romny district for the medium term (Registered # 53.17-02.18.СП), 2018.</li> </ol>
Patents and proprietary rights	Certificate of registration of copyright in the work of the textbook "Industrial Revolution"
Important publications over the last 5 years	<p>Selected recent publications from a total of approx. 30 over the last 5 years:</p> <ol style="list-style-type: none"> <li>1. Matsenko O. Optimal synthesis of digital counters in the Fibonacci codes with the minimal form of representation / O. Matsenko, O. Borysenko, I. Kulyk, O. Berezhna, O. Matsenko // Eastern-European Journal of Enterprise Technologies. – 2017.– Issue #4.– P. 4–10.</li> </ol>

	<p>2. Маценко О.М. Інвестування в людський капітал як напрям підвищення результатів діяльності підприємства / О.М. Маценко, Ж.С. Пронікова // Матеріали Міжнародної науково-практичної конференції, присвяченої пам'яті проф. Балацького О.Ф. «Економічні проблеми сталого розвитку», м. Суми, 6–8 травня 2014 р. – Т. 1. – С. 267–269.</p> <p>3. Маценко О.М. Інновації на транспорті ЄС у руслі Industry 4.0 / О.М. Маценко, В.В. Гаврилова, М.В. Гайтина, А.С. Шиян // Проблеми і перспективи розвитку підприємництва. – 2017. – № 4. – С. 20–27.</p> <p>4. Matsenko O. The State's Structural Policy Innovations Influenced by the Ecological Transformations / O. Matsenko // Marketing and Management of Innovations.– 2018.– Issue 3.– pp. 290-301 (WEB of SCIENCE).</p> <p>5. Маценко О.М. Формування організаційно-економічної системи державного управління еколого-безпечним водокористуванням / О.М. Маценко, О.М. Тур С.І. Німко // Науковий вісник міжнародного гуманітарного університету. Серія: Економіка і менеджмент. – 2016. – Вип. 19. – С. 90–92.</p> <p>6. Маценко О.М. Еколого-економічний інструментарій розвитку транспорту при переході до «зеленої» економіки // Л.Г. Мельник, О.М. Маценко, М.В. Гайтина // Механізм регулювання економіки. – 2015. – № 4. – С. 172–181.</p> <p>7. Маценко О.М. Передумови впровадження зборів за понаднормоване використання підземних вод / О.М. Маценко, С.І. Німко // Науковий вісник Херсонського державного університету. Серія «Економічні науки». – Випуск 10. – 2015. – Ч.1. – С. 142–145.</p> <p>8. Маценко О.М. Трансформація синергетичної основи як провідного фактора Третьої промислової революції / Е. Бун, Л.Г. Мельник О.М. Маценко // Підприємництво, торгівля та біржова діяльність: підручник ; за ред. д.е.н., проф. І.М. Сотник, д.е.н., проф. Л.М. Таранюка. – Суми: Університетська книга, 2018. – С. 151–154, 159-161.</p>
Activities in specialist bodies over the last 5 years	Member of the Editorial Board of the International Scientific Journal "Mechanism of Economic Regulation"



Name	<b>Bohdan Kovalov</b>
Position	Associate Professor, Department of Economics, Entrepreneurship and Business Administration, Oleg Balatskyi Academic and Research Institute of Finance, Economics and Management of Sumy State University
Academic career	<p>October 2015 - Present      <b>Associate Professor,</b> Department of Economics, Entrepreneurship and Business Administration, Sumy State University</p> <p>October 2011 - September 2015      <b>Senior Lecturer,</b> Department of Economics and Business Administration, Sumy State University</p>
Employment	–
Research and development projects over the last 5 years	<p>1. Research work funded by the state budget of Ukraine «Foresight of the national economy sustainability: from the social, ecological and economic contradictions to a convergent model», Sumy State University, 2017-2020.</p> <p>2. Research work funded by the state budget of Ukraine «Development of scientific and methodological foundations and practical tools for financial policy of sustainable development of united territorial communities», Sumy State University, 2017-2020.</p>
Industry collaborations over the last 5 years	–
Patents and proprietary rights	<p>1. Certificate of registration of copyright in a work – an article “Assessment of the level of development of knowledge economy of regions of Ukraine” (2014).</p> <p>2. Certificate of registration of copyright in a work - an article “Scientific and methodical approaches to the formation of a sustainable lifestyle” (2014).</p>
Important publications over the last 5 years	<p>Selected recent publications from a total of approx. 30 over the last 5 years:</p> <p>1. Kovalov B. Evaluation of tourism competitiveness of Ukraine’s regions / I. Burlakova, B. Kovalov, V. Voronenko // Journal of Environmental Management and Tourism. – Craiova: ASERS Publishing, 2017. – Vol. VIII, Iss. 2(18). – P. 460 – 466. (SCOPUS)</p> <p>2. Kovalov B. Transformation mechanisms of transition to the model of “green” economy in Ukraine / I. Burlakova, B. Kovalov, P. Šauer, A. Dvořák// Journal of Environmental Management and Tourism. – Craiova: ASERS Publishing, 2017. – Vol. VIII, Iss. 5(21). – P. 1029 – 1040. (SCOPUS)</p> <p>3. Ковальов Б. Л. Перспективи розвитку готельно-ресторанного бізнесу: досвід України та Європейського Союзу / Б.Л. Ковальов, Т.В. Пімоненко, А.С. Лисенко // Механізм регулювання економіки. – 2017. – №4. – С. 92 – 102.</p> <p>4. Ковальов Б. Л. Генерування бізнес-моделі організації екологічного туризму на Сумщині (на прикладі трудового братства М.М. Неплюєва) / А. Г. Портянка, Б. Л. Ковальов // «Економічні проблеми сталого розвитку» : матеріали Міжнародної науково-практичної конференції імені проф. Балацького О. Ф. (м. Суми, 27 травня 2015 р.) / за заг. ред. О. В. Прокопенко, М. М. Петрушенка. – Суми : Сумський державний</p>

	<p>університет, 2015. – С. 63-65.</p> <p>5. Kovalyov B. International dimension of national economic sustainable development / D. Smolennikov, B. Kovalyov, V. Kubatko // The Economics of the XXI Century: Current State and Development Prospects: monograph. London : Sciencce Publishing, 2018. P. 329–344.</p>
Activities in specialist bodies over the last 5 years	–

## Appendix 7

### Master's theses topics

1. Strategic development imperatives for service enterprises in Ukraine in the context of globalization.
2. Improvement of the efficiency for sales activity of enterprise network marketing.
3. Quality management for enterprise production in conditions of market economy.
4. Improvement of the profitability of an enterprise activity by implementing innovations.
5. Formation of the motivation system at a trading enterprise.
6. Labour resource management of an enterprise in modern business conditions.
7. Anti-crisis management tools at an enterprise.
8. Business planning as a tool for improvement of the level of attracting investments.
9. Energy-efficiency in private sector: perspectives and economic instruments for promotion.
10. Optimization of the project management process by implementing "Demand Management" methodology.
11. Economic and marketing assessments of the food industry enterprise.
12. Enterprise profitability management.
13. Estimation of economic opportunities of Ukrainian firms in foreign markets: risks, export-planning, effects.
14. Strategies for ensuring the competitiveness of Ukrainian companies.
15. Economic evaluation of development prospects for the construction industry.
16. Organizational and economic mechanism for the implementation of international economic activity by national companies.
17. Models of the functioning of an industrial enterprise in an unstable economy: economic risks, resource management.
18. Commodity strategies of the enterprise and economic instruments for the market promotion of goods.
19. Economic efficiency of agricultural companies: a comparative market analysis.
20. Organisational and economic mechanism of enterprise innovative activity.
21. Economic policy of the enterprise: the organization of production activities and logistics.
22. Economic and financial approaches to management of economic activity of the enterprise.

## Appendix 8

### 1. Policy, Principles and Procedures for Quality Assurance of Higher Education and Educational Activities

The main aim of Sumy State University's activity (hereinafter referred to as SSU) is the training of highly qualified and competitive graduates combining general and professional competences in accordance with existing and future needs of the society, labour market and personality.

SSU consistently implements the model of the university, which is an active participant of the world educational and scientific space involving harmonization of educational and research activity, international activity, generation and transfer of knowledge into business, public services sector, realization of social mission, in particular through sport, culture, projects of social significance defined in the basic normative document "Conceptual bases of SSU activities, development strategy for 2010-2020, implementation actions and forecasting indicators"<sup>1)</sup> (hereinafter referred to as Concept). The organization of the educational process at the university provides:

- implementation of the academic and humanistic functions of education aimed at personality development, ability to think creatively and critically, solve issues of problematic and search nature, master new knowledge independently, to be professionally mobile and competent;
- priority of the fundamental component of the content of the educational process;
- orientation of educational courses towards providing general and professional knowledge and forming common culture;
- ensuring interdisciplinary and complex training, its harmonization with the labour market.

Quality assurance system of educational activities and higher education of Sumy State University (hereinafter referred to as the internal quality assurance system, quality assurance system) regulates the implementation of procedures for ensuring the quality of education in accordance with the established principles.

The functioning of the internal quality assurance system is based on the principles of the Law of Ukraine "On Higher Education" and corresponds to the main goals and tasks specified in the University Statute and in the Concept.

At the same time SSU quality assurance system operates in accordance with the procedures and criteria for ensuring quality in the European Higher Education Area (EHEA) generally accepted within the Bologna Process and defined in Standards and Guidelines for Quality Assurance in the European Higher Education Area<sup>2)</sup> and other documents of European Association for Quality Assurance in Higher Education (ENQA), European University Association (EUA), European Association of Institutions in Higher Education (EURASHE), and the National Unions of Students in Europe (ESIB).

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<sup>1)</sup>["Conceptual bases of SSU activities, development strategy for 2010-2020, implementation actions and forecasting indicators" \(updated addition\)](#). Approved at the Conference of the Labour Collective of the University (Minutes No. 5 dated January 25, 2014.)

<sup>2)</sup> *Standards and Guidelines for Quality Assurance in the European Higher Education Area (3rd Ed.)*. European Association for Quality Assurance in Higher Education, Helsinki, 2009.

SSU internal quality assurance system also takes into account main indicators of well-known international and national rankings (QS WUR, Webometrics, U-Multirank, etc.) as well as the requirements of national system of external quality assurance of educational activity and the quality of higher education of Ukraine.

QA system is also aimed at the needs and rights of the participants of educational process. In line with modern European practices, the internal quality assurance system of the university is based on the principles of publicity (transparency), academic integrity, competitiveness, flexibility and adaptability and integrity.

**Publicity (transparency) principle** is aimed to provide overall information to all stakeholders of educational process and wide audience on SSU activities, structure and volume of educational and professional training, in particular on the proposed programmes and selection criteria, expected results from the implementation of these programmes, qualifications, quantitative and qualitative characteristics of teaching staff, learning procedures and assessment criteria.

According to the **principle of academic integrity** SSU internal quality assurance system is also aimed at keeping by all participants of educational process the rules of academic ethics, corporate culture and value orientations, indicated in SSU Corporate Culture Codex<sup>3)</sup>.

**Competitiveness principle** is implemented in the quality assurance system by means of the evaluation of the capacity and working standards of SSU institutes, faculties and departments in order to encourage structural units to improve the quality of work in main activities<sup>4)</sup>.

**Flexibility and adaptability principle** is among the top principles of SSU internal quality assurance system. It includes dynamic and regular changes in educational and methodical resources, teaching technologies in accordance with the world educational and scientific tendencies as well as adjustment to the modern labour market.

According to the **principle of integrity**, the internal quality assurance system foresees the ensuring of organic combination of educational, scientific and innovative components of the educational process, as well as taking into account interdisciplinary connections in the content and structure of the training courses.

SSU quality assurance policy is aimed at “constant improvement” of the level of higher education and educational activities and is implemented by appropriate actions and internal activities at all institutional levels of the university:

- implementation of the concept of student-centered learning;
- application of effective tools of development and approval of study programmes;
- monitoring and regular review of study programmes;
- assessment of higher education applicants;
- human resources, assessment and skills upgrading of teaching and scientific staff;
- availability of resources for organization of educational process;
- effective system for preventing and reveal of academic plagiarism in research works of staff and higher education applicants;
- application of the information systems for effective management of the educational process;
- publicity of the information on study programmes, higher education degrees and qualifications;

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<sup>3)</sup> [SSU Corporate Culture Codex](#). Approved by SSU Scientific Council, record № 8 as of 22.03.2012.

<sup>4)</sup> [Methodology of ranking of SSU structural units](#). Approved by Order of Rector № 608-I as of 15.07.2010.

- application of clear tools and procedures in admission, recognition of study results and received qualifications;
- integrated combination of education, science and innovations;
- permanent analysis of the quality of activities through rankings, internal and external audits;
- organizational support for documentary procedures;
- alignment of the internal quality assurance system with the requirements of the external quality assurance system in higher education and educational activities.

Quality assurance in higher education and educational activities is a permanent process at SSU. Efficiency of the internal quality assurance system is periodically evaluated according to the criteria, set forth by the active legislation, state and university's regulatory system.

## Appendix 9



*Ministry of Education and Science of Ukraine*

**Sumy State University**

### **ORDER**

November 17, 2016

Sumy

For the creation of an expert council of employers  
Oleg Balatskyi Academic and Research Institute of Finance,  
Economics and Management of  
Sumy State University

In order to ensure a high quality of graduates professional training at Oleg Balatskyi Academic and Research Institute of Finance, Economics and Management of Sumy State University on the basis of interaction and comprehensive cooperation with employers to improve the educational programs of applicants for higher education and to comply with the decree of the rector No 0966-1 dated 3.11.2015 "For the creation of an expert council of employers"

Order:

1) To approve the composition of the employers expert council in the specialty of "Economics and business innovations" of the Oleg Balatskyi Academic and Research Institute of Finance, Economics and Management of Sumy State University consisting of:

1. Kyrnoz Svitlana, Chief Economist, Communal Enterprise "Vodokanal Bilopillya".
2. Kalitay Konstantin, Director of "TRIN-KP" LLC.
3. Doroshenko Yuriy, Director of "Ampli-Sensor" LLC.
4. Kholiavka Oleksandr, Director of "Ukrneftezapchast " LLC.
5. Bulanova Yana, HR-Director of "Guala Closures Ukraine" Ltd.
6. Moiseenko Anna, HR-manager of JSC "Technologija".
7. Nekrutenko Olena, Head of planning and economic department of "Avis-Ukraine" LLC.

Rector

A.V. Vasylyev

*Draft order is made by*

*Agreed by*

## Appendix 10

Oleg Balatskyi Academic and Research Institute of Finance, Economics and  
Management

Department of Economics, Entrepreneurship and Business Administration

Employers Expert Council

2018 activities plan

No	Event name	Deadline/Terms of holding
1	Meeting of students of the specialty "Economics" with representatives of TDV "Budminmashservice".	March 2018
2	Meeting of students of the specialty "Economics" with representatives of the company TRIN-KP LLC.	April 2018
3	Discussion of study programmes of the specialty "Economics" with members of the Expert Council of Employers and working project groups.	July 2018
4	Attracting members of the expert council to work with students: reading motivational lectures, conducting thematic trainings.	September – December 2018
5	Organization of student meetings with representatives of business companies, economic departments of banks, etc.	September – December 2018

Chairperson of the Employers Expert Council

in the specialty "Economics"

Chief Economist, Communal Enterprise

"Vodokanal Bilopillya"

Kyrnoz S. V.



## Appendix 11

### Questionnaire for assessing study programme quality by students

1. **Course:** 1) the first            2) the second
2. **Specialty:** \_\_\_\_\_
3. **What was your presence on the classes by speciality?**
  - 1) more than 90%;
  - 2) 60-90%;
  - 3) 30-60%;
  - 4) less than 30%;
  - 5) I have an individual schedule.
4. **Have you had a clear idea of the study programme (specialty) before your enrolling?**
  1. Yes            2) Partly            3) No

**How do you rate the following points within the study programme (specialty)?**

<b>5. The quality and relevance of the information provided</b>	1. Very good	2. Good	3. Satisfactory	4. Bad	5. Very bad
<b>6. New information regarding my future profession</b>	1. Very good	2. Good	3. Satisfactory	4. Bad	5. Very bad
<b>7. Possibility of a wide choice of disciplines</b>	1. Very good	2. Good	3. Satisfactory	4. Bad	5. Very bad
<b>8. Acquisition of theoretical knowledge</b>	1. Very good	2. Good	3. Satisfactory	4. Bad	5. Very bad
<b>9. Professional practical skills while studying</b>	1. Very good	2. Good	3. Satisfactory	4. Bad	5. Very bad
<b>10. Scientific and research skills</b>	1. Very good	2. Good	3. Satisfactory	4. Bad	5. Very bad
<b>11. General competences - presentation skills, teamwork skills, ability to discuss and defend your own thoughts</b>	1. Very good	2. Good	3. Satisfactory	4. Bad	5. Very bad
<b>12. Important contacts for the future</b>	1. Very good	2. Good	3. Satisfactory	4. Bad	5. Very bad
<b>13. Opportunities for academic mobility</b>	1. Very good	2. Good	3. Satisfactory	4. Bad	5. Very bad
<b>14. Practical internships at enterprises (organisations)</b>	1. Very good	2. Good	3. Satisfactory	4. Bad	5. Very bad
<b>15. Ability to engage in research activities</b>	1. Very good	2. Good	3. Satisfactory	4. Bad	5. Very bad
<b>16. Quality of provided educational materials</b>	1. Very good	2. Good	3. Satisfactory	4. Bad	5. Very bad

<b>17. Quality of study materials placed on the OCW</b>	1. Very good	2. Good	3. Satisfactory	4. Bad	5. Very bad
<b>18. Schedule of training sessions</b>	1. Very good	2. Good	3. Satisfactory	4. Bad	5. Very bad
<b>19. Quality of classrooms</b>	1. Very good	2. Good	3. Satisfactory	4. Bad	5. Very bad
<b>20. Quality of the Dean's office (services - availability)</b>	1. Very good	2. Good	3. Satisfactory	4. Bad	5. Very bad
<b>21. Teaching skills of academic staff</b>	1. Very good	2. Good	3. Satisfactory	4. Bad	5. Very bad
<b>22. Teachers' attitudes toward students</b>	1. Very good	2. Good	3. Satisfactory	4. Bad	5. Very bad
<b>23. Quality of information about the study programme of a specialty on the Web-pages of the faculty/institute</b>	1. Very good	2. Good	3. Satisfactory	4. Bad	5. Very bad

**24. Would you recommend this study programme (specialty) to your friends?**

- 1) Yes          2) Maybe          3) Absolutely not

## Appendix 12

### Questionnaire for Students

Dear student!

The purpose of this questionnaire is to find out whether the current state of teaching and learning subjects of Economics and Business Innovation Master's degree study programme meets your current and potential needs to function successfully under conditions of the market economy, globalisation and integration into the European Higher Education Area.

Your opinion is highly appreciated!

The information you will provide is strictly confidential and will be used only for research purposes.

Please tick the appropriate box.

1. Does the schedule ensure sufficient regularity of lectures and independent work?

- 1) Yes
- 2) Rather yes than no
- 3) Rather no than yes
- 4) No

2. Have you obtained enough knowledge in other disciplines of the programme to understand the content of this particular discipline?

- 1) Yes
- 2) Rather yes than no
- 3) Rather no than yes
- 4) No

3. Is the content of textbooks and manuals which were recommended by the subject teacher sufficient to master the discipline?

- 1) Yes
- 2) Rather yes than no
- 3) Rather no than yes
- 4) No

4. Are the assessment criteria for the discipline clearly defined and transparent?

- 1) Yes
- 2) Rather yes, than no
- 3) Rather no, than yes
- 4) No

5. Are the terms and forms of examinations clearly defined?

- 1) Yes
- 2) Rather yes than no
- 3) Rather no than yes
- 4) No

6. Is information provided within the discipline of good quality and up-to-date?

- 1) Yes
- 2) Rather yes than no
- 3) Rather no than yes
- 4) No

7. Have you obtained enough theoretical knowledge in the discipline?

- 1) Yes
- 2) Rather yes than no
- 3) Rather no than yes
- 4) No

8. Have you gained sufficient practical skills in the discipline?

- 1) Yes
- 2) Rather yes than no
- 3) Rather no than yes
- 4) No

9. Was there enough attention paid to the formation of general competences (problem-solving and decision-making skills, presentation skills, etc.)?

- 1) Yes
- 2) Rather yes than no
- 3) Rather no than yes
- 4) No

10. Are the classrooms comfortable?

- 1) Yes
- 2) Rather yes than no
- 3) Rather no than yes
- 4) No

11. Are the classrooms sufficiently equipped to conduct lectures, seminars, and practical and laboratory classes?

- 1) Yes
- 2) Rather yes than no
- 3) Rather no than yes
- 4) No

12. Would you recommend this discipline to your friends?

- 1) Yes; 2) Probably; 3) No.

**THANK YOU FOR COOPERATION!**

## Appendix 13

### Questionnaire for alumni

Dear friend!

The purpose of this questionnaire is to find out whether the current state of teaching and learning subjects of Economics and Business Innovation Master's degree study programme meets your current and potential needs to function successfully under conditions of the market economy, globalisation and integration of our university into the European Higher Education Area. Your point of view and your experience will be useful for improving the educational process and will facilitate successful employment and further career growth for future graduates.

Your opinion is highly appreciated!

The information you will provide is strictly confidential and will be used only for research purposes.

Please tick the appropriate box.

1. What study program did you take (your specialty)?

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2. Year of graduation from the university:

---

3. What are you doing currently?

- 1) I am working in my specialty
- 2) I am working, but not in my specialty
- 3) I am looking for a job
- 4) I am not studying and not working
- 5) I continue to study

4. How many disciplines in your specialty did you regularly attend on a regular basis?

- 1) More than 75% 2) From 50% to 75% 3) From 25% to 50% 4) Less than 25%

5. Did you work while studying at the university?

- 1) Yes, full-time job
- 2) Yes, but I worked occasionally, irregularly, doing seasonal work
- 3) Yes, part-time job
- 4) No

6. Was the training in a specialty (study programme) organized properly (lectures, schedules, and exams)?

- 1) Yes
- 2) Sometimes
- 3) No

7. Did the schedule ensure sufficient regularity of lectures?

- 1) Yes
- 2) Sometimes
- 3) No

8. Were training and teaching materials sufficient and suitable (useful) for the exams preparation?

- 1) Yes
- 2) Sometimes
- 3) No

9. Did the examination (assessment) grades reflect the real level of your knowledge and competences?

- 1) Yes
- 2) Sometimes
- 3) No

10. Do you apply the competences (knowledge, skills) you acquired at the university in your activities (present job)?

- 1) Yes
- 2) Sometimes
- 3) No

11. How do you evaluate the classrooms provided for your study programme?

- 1) Positively
- 2) Rather positively than negatively
- 3) Rather negatively than positively
- 4) Negatively
- 5) I did not use them

12. In general, what is your opinion about computer workstations of the university (department, institute) accessible to students?

- 1) Positive
- 2) Rather positive than negative
- 3) Rather negative than positive
- 4) Negative
- 5) I did not use them
- 6) There were not any at all
- 7) Their amount was not sufficient

13. In general, what is your opinion about laboratories, including computer rooms and related equipment used in the study programme?

- 1) Positive
- 2) Rather positive than negative
- 3) Rather negative than positive
- 4) Negative
- 5) There were not any at all
- 6) There were appropriate facilities, but I did not use them

14. What is your overall opinion on library services (in particular, working hours, consultation opportunities, access to databases, staff professionalism, etc.)?

- 1) Positive
- 2) Rather positive than negative
- 3) Rather negative than positive

- 4) Negative
- 5) I did not use these services

15. In general, what is your opinion about the organization of the practice (in specialty, industrial, pre-diploma) in companies?

- 1) Positive
- 2) Rather positive than negative
- 3) Rather negative than positive
- 4) Negative

16. Did the practice (on specialty, industrial, pre-diploma) facilitate your adaptation in the profession?

- 1) Yes
- 2) Rather yes than no
- 3) Rather no than yes
- 4) It is hard to say because I am not working in a specialty

17. In general, what is your opinion about the organization of student academic (international) mobility?

- 1) Positive
- 2) Rather positive than negative
- 3) Rather negative than positive
- 4) Negative
- 5) There were no these opportunities (services) at all
- 6) It is hard to say because I did not use it

18. Are you satisfied with the specialty you received?

- 1) Yes
- 2) Rather yes than no
- 3) Rather no than yes
- 4) No

19. Are you satisfied with the training in the specialty in terms of knowledge and competences gained?

- 1) Yes
- 2) Rather yes than no
- 3) Rather no than yes
- 4) No

20. Are you satisfied with the training in the specialty in terms of the ability to apply knowledge and practical skills acquired?

- 1) Yes
- 2) Rather yes than no
- 3) Rather no than yes
- 4) No

21. Are you satisfied with the training in the specialty in terms of the ability to make independent decisions and make choices in the context of issues that your specialty covers?

- 1) Yes

- 2) Rather yes than no
- 3) Rather no than yes
- 4) No

22. Are you satisfied with the training in the specialty in terms of the ability to apply when communicating the knowledge and skills acquired during the learning process?

- 1) Yes
- 2) Rather yes than no
- 3) Rather no than yes
- 4) No

23. Are you satisfied with the training in the specialty in terms of the ability to continue learning (namely the ability to acquire new knowledge and skills, relying on the methodology mastered in the study programme)?

- 1) Yes
- 2) Rather yes than no
- 3) Rather no than yes
- 4) No

24. If there were an opportunity to go back to the past, would you enter the university again?

- 1) Yes, the same specialty, the same university
- 2) Yes, but another specialty, the same university
- 3) Yes, the same specialty, but another university
- 4) Yes, but another specialty and another university
- 5) No, I would not enter the university

**THANK YOU FOR COOPERATION!**



## Appendix 14

### Questionnaire for employers

Dear Employer!

We are writing to ask you to answer the question about the level of professional training of Sumy State University graduates of the Economics and Business Innovation study program. Your point of view and your experience will be useful for improving the educational process in Sumy State University, formation of professional and general competences of students and will facilitate successful employment and further career growth for future graduates.

The information you will provide is strictly confidential and will be used only for research purposes.

Please tick the appropriate box.

#### Part I - Information about the employer

How many graduates of this educational program are currently working in your company / organization?

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How many graduates of this educational program worked for your company / organization?

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Are the types of activities performed by graduates employed in your company / organization equivalent to their qualifications?

- 1) Yes
- 2) Rather yes than no
- 3) Rather no than yes
- 4) No

#### Part II - Questions

What is your opinion about the professional competence of graduates of this educational program who currently work or worked in your company / organization?

- Positive
- Rather positive
- Rather negative
- Negative

If your opinion is different from "Positive", please list the main disadvantages of the professional competences that you encounter when working with graduates of this educational program.

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What is your opinion about the general competences of the graduates of this educational program who currently work or worked in your company / organization?

- Positive
- Rather positive
- Rather negative
- Negative

If your opinion is different from "Positive", please list the main shortcomings of the general competences that you encountered when working with graduates of this educational program.

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**THANK YOU FOR COOPERATION!**