

DONETSK STATE UNIVERSITY OF MANAGEMENT

SELF-ASSESSMENT REPORT OF THE EDUCATIONAL PROGRAMME «TOURISM»

General Information

Information about the higher education institution

Registration number of the higher education institution in the Unified State Education Database (<i>Ukr. ЄДЕБО</i>)	00191
Full name of the higher education institution	Donetsk State University of Management (DSUM)
Identification code of the higher education institution	00173427
Full name of the head of the higher education institution	Svitlana Marova
Link to the official web-site of the higher education institution	https://dsum.edu.ua/

General information about the educational programme applied for accreditation

ID of the educational programme in the Unified State Education Database (<i>Ukr. ЄДЕБО</i>)	
Name of the educational Programme	Tourism
Requisite details about the decision to license the specialization at the appropriate degree level	http://dsum.edu.ua/wp-content/uploads/2015/11/ліцензія-наказ-134.pdf
Cycle (degree level)	First Cycle (Bachelor Degree)
Broad field, specialty and specialization (if appropriate)	24 «Service industry» 242 «Tourism»
Structural subdivision that ensures the implementation of the educational programme	Tourism and Logistic Department
Professional qualification conferred in accordance with the educational programme (if appropriate)	Bachelor of Tourism
Language (languages) of education	Ukrainian, English
Full name and position of the educational programme guarantor	Andriy Stoyka Doctor of Public Administration, Full Professor, Head of Tourism and Logistic Department

General information about the educational programme, history of its development and implementation

The Department of Tourism and Logistics has provided training in tourism, specialty 242 "Tourism", in the field of "Servicing sphere", Bachelor level, since 2014. The first enrollement of students was made during the period of military conflict in the Donetsk region, which led to the relocation of DSUM to Mariupol, where the first graduation of students of this specialty took place. Some of them continued their studies in the Master's program in Tourism Management and graduated in 2019.

The Department of Tourism and Logistics is the only DSUM department that fully employs graduates and provides tutoring "graduate-student". The conceptual support for the development of the specialty is provided by one of the well-known major players in the tourist services market of Ukraine, with whom was signed the agreement (in 2014) on the employment of graduates and the provision of paid practical training for students.

Due to the participation of the teaching staff of the Department in international granted programs, incl. Erasmus +, the concept of "Life Long Learning" was implemented, which envisages educational collaboration of students and organizing educational work together with students of formal and non-formal education ("University of Third Age Education " for 55+ students). One of the priority areas of the program of development of t Mariupol was tourism and hospitality which now allows to actively cooperate with the city's tourism department,

actively participate in seminars and activities of educational and cultural orientation for both students and teachers. The latter are involved in the development of a strategy for developing the tourism potential of the coastal region until 2026.

1. Projecting and Objectives of the Educational Programme

What are the objectives of the educational programme? What are the peculiarities (uniqueness) of this programme?

The purpose of the educational program (EP) is to train highly qualified specialists in the field of tourism, to form their general and professional competences for successful pursuit of professional activity.

The program develops the perspectives of practical mastery of the skills of tourist activity, indicates the guidelines of modern development of the sphere of service of the tourist industry. It runs in the active research environment.

The program is designed to take into account the latest trends in the labor market and in terms of interaction with leading representatives of the tourism industry of Ukraine.

Using references to specific documents, demonstrate that the objectives of the educational programme comply with the mission and strategy of the higher education institution.

The mission of the University is defined as the preparation of a new competitive (demanded in the labor market) generation of professionals in the field of creative thinking management, through the acquisition of quality continuing education, in accordance with international standards, to ensure intensive sustainable development of a society with a market economy based on the knowledge (<http://dsum.edu.ua/upload/doc/strategy2017.pdf>).

Today within the mission the focus is paid at the europeanization of Mariupol's educational space through the use of experience gained from the international projects of DSUM.

The strategic goal of the University is to ensure that the University graduates are in demand by their adjusting to the labor market, mastering the latest management and modern information technologies, as well as fluency in foreign languages, and forming the basis for the transformation of Donetsk State University of Management into a research-type university.

The objectives of EP in tourism are fully in line with the mission and strategic goal of the university - building on European standards of quality of education, developing soft skills and training professionals with relevant and in-demand employers in the European hard skills for service market.

Describe how the interests and propositions of the following stakeholder groups were taken into account during the formulation of objectives and programme outcomes of study in the educational programme:

- Higher education students and graduates of the program.

Master level students and alumni working in tourism industry at the partner companies were involved in the development of the educational program. Thus, the leading sales manager, Victoria Kruchinina, made a proposal for the practical training of students: to provide the opportunity to pass the practice of "admission to the profession" in the tourist company, excursion practice - in the tours as an assistant tour guide, as well as production practice in

the company of desirable employment for studying corporate culture and teamwork. Other students' and alumni's suggestions regarding the needs to enhance the leadership competences were also taken into account, which resulted in the development of a study course on Tourism Leadership and Leadership.

-Employers

Over the last 5 years since the war conflict, there has been an increase in number of migrants and displaced people to Mariupol to continue their professional activity (politicians, journalists, mediators, volunteers, members of international organizations, etc.). As the hospitality sphere ensures the stay of tourists in the city, representatives of the following organizations were involved in the discussion of study and training courses: NGO Mariupol Development Fund, Accord-Tour LLC, Stone Gastro-bar, Alaska Sports and Recreation Center. According to the recommendations formulated at the workshops with stakeholders, suggestions were made on the results of the training, namely: to coordinate with experts in tourism and other industries; to organize the process of serving the consumers of tourist services on the basis of the use of modern information, communication and service technologies and compliance with the quality standards and safety standards.

- The academic community

The teaching staff has repeatedly initiated inter-departmental seminars to discuss both the content of the program as a whole and the content of individual courses. In particular, the proposals from O.I. Tanchik (Department of Foreign Languages) were considered, regarding the necessity of strengthening the adaptation of the language training of bachelors in tourism, which resulted in the program increasing the number of credits for the study of foreign language (English).

Also the recommendations of the Mariupol City Department in Tourism took into account, which expressed the need for guides who are fluent in foreign languages. A survey of foreign visitors indicates that there is no empathy for translators during a guided tour with a Ukrainian-speaking guide who introduces guests Mariupol and the Azov region. They also stressed the increased exploration and development of domestic tourism prospective. As a result, the content of the disciplines "Tourist Geography of Ukraine", "Recreational Complexes of the World" was updated.

As a result, most of the recommendations were taken into account. The recommendations are considered appropriate and are in line with the vision of the members of the educational program team and the employers' requirements for the bachelors' competencies in tourism.

Demonstrate how the objectives and programme outcomes of study in the educational programme comply with the tendencies according to which the specialty field and labour market are developing

During the development stage of the program, the members of the project team were following the trends that characterize the current demands in tourism industry.

Ukraine is located in the center of Europe and has all the conditions for proper economic development through tourism. In 2017, the Tourism and Resorts Development Strategy for the period up to 2026 was approved, the purpose of which is to create favorable conditions for intensifying the development of tourism and resorts in accordance with international quality standards and taking into account European values, transforming it into a highly profitable, integrated into the world market. competitive sphere, which provides acceleration of socio-

economic development of regions and the state as a whole, promotes improvement of the quality of life of the population, harmonious development and consolidation of the society, promotion of Ukraine in the world (<https://zakon.rada.gov.ua/laws/show/168-2017-%D1%80>)

In today's world economy, tourism is one of the key roles in the national economies of many countries, which is gradually becoming one of the most popular forms of meaningful leisure activities. According to the UN World Tourism Organization (UNWTO), the contribution of tourism to the world gross domestic product, with indirect effects, is 10%. High-quality tourism product is the result of competent work of relevant specialists of various directions (managers of tourism organization, hotel and restaurant business, animators at resorts, etc.), and therefore their preparation is perhaps the most important stage of formation of the tourism industry development in the future. Therefore, the issue of qualified and highly professional training in tourism is undoubtedly urgent, especially since tourism is officially proclaimed a priority hub of the national economy of Ukraine on the government level. (https://jurliga.ligazakon.net/news/157629_odnim-iz-glavnykh-prioritetov-gosudarstva-stanet-tourism)

Globally, the tourism sector is a leading source of employment, supporting many jobs and stimulating economic development, both locally and nationally. At the same time, it is a catalyst for equality and inclusivity. Tourism gives equal rights to women, youth and those living in rural areas and the opportunity to support themselves and their families and integrate more closely with the community. (<https://www.unwto.org/world-tourism-day-2019>)

These trends are analyzed on a regular basis, in accordance with the education program update for the next academic year

Demonstrate how the field and regional context was taken into account during the formulation of the objectives and programme outcomes of study in the educational program

Regarding the regional needs for tourism and hospitality education development, according to the data of the department of human resources and service in local self-government bodies of planning and staff development of Mariupol city council, for 2019 about 40 vacancies in tourism were relevant in the city.

As it was mentioned, tourism is one of the key directions of the city's development. So in "MARIUPOL: DEVELOPMENT STRATEGY-2021" the importance of the city as a resort is emphasized. Mariupol is located in the Azov recreation zone of Donetsk region. The Azov coast has a special appeal for tourists who prefer a holiday on the sea coast - a large amount of sun, sea air, saturated with ozone and mineral salts. In addition to the traditional holiday on the sea coast, which is famous for its healing properties, there are many attractive destinations for tourists, including the growing and popular among Europeans Green Ecotourism

<https://mariupolrada.gov.ua/uploads/ckeditor/%D0%95%D0%BA%D0%BE%D0%BD%D0%BE%D0%BC%D1%96%D0%BA%D0%B0/%D0%A1%D1%82%D1%80%D0%B0%D1%82%D0%B5%D0%B3%D1%96%D1%8F%202021/Strategy-2021-UKR%20%283%29.pdf>

The city of Mariupol cooperates with a number of international organizations. Thus, the United States Agency for International Development (USAID) proposes the Eastern Ukraine Economic Support Project and envisages collaboration with private sector representatives and other organizations to reduce risk and support market factors that will support Eastern Ukraine's development. The tourism sector has become a priority, and the project itself seeks

to develop partnerships with business support centers and universities to improve the economic environment, ensure private sector access to new markets and skilled workforce, including through career centers, coworking (sharing infrastructure), business incubators, etc. (<https://www.dai-global-grants.com/UkraineERA>) (<https://www.dai-global-grants.com/UkraineERA>). Within the framework of the project, in February 2020, a training was organized “Creating a Tourist Product”, in which the members of the OP Support Group participated and received appropriate certificates.

Demonstrate how the experiences of analogous national and foreign programmes were taken into account during the formulation of the objectives and programme outcomes of study in the educational program

The EP in tourism is designed on the basis of the existing national standard, the experience of developing a specialty by national higher education institutions and leading European universities. Thus, a reliable partner of DSUM - University of Genoa (Genoa, Italy) has a program Scienze del turismo: impresa, cultura e territorio (it)

(<https://corsi.unige.it/9912/p/studenti-piano-di-studi>) Studying the European partner's EP, located in the port city as well as DSUM, allowed to draw certain parallels and to improve its own program in such disciplines as Tourism Economy and Accounting and Audit, and to increase the number of credits in the disciplines of information and communication support to the development of tourism enterprises.

Discussion of goals, content of programs, competences of graduates, learning outcomes were repeatedly carried out by the project partners at joint seminars and workshops. So, in 2018, a training seminar “The role of external stakeholders in the quality assurance system of higher education” was held (<http://eduqas.dsum.edu.ua/2018/10/08/yakist-osvity-cherez-komunikatsiyu-zi-st>). The main stakeholders confirmed the need for further fruitful cooperation in order to match the skills of graduates to the challenges of the labor market of the region and the country as a whole.

In developing the competences, program outcomes, methods and forms of learning, the program has taken into account the results of the university's international partnership, in particular on the development of leadership competencies of bachelors in tourism (Project for the creation of the DonSUU Leadership Center (ELITE 544343-TEMPUS-1-2013-1-LT - TEMPUS-SMHES, 2014-2017; British Council's Leadership Capacity Development Program for Universities of Ukraine, project: "Greening the DonSUU Strategy", 2018-2019), for the quality assurance of higher education (project "Implementation of the quality assurance system through University-Business-Government Cooperation in Higher Education" (EDUQAS586109-EPP-1-2017-1-RO-EPPKA2-CBHE-SP, 2017-2020)

Demonstrate how the educational programme allows students to achieve the study outcomes determined by the higher education standard according to the specific specialty and degree level (if appropriate)

The Higher Education Standards of Ukraine in specialty 242 “Tourism” (<https://mon.gov.ua/ua/npa/pro-zatverdzhennya-standartu-vishoyi-osviti-za-specialnistyu-242-turizm-dlya-pershogo-bakalavrskogo-rivnya-vishoyi-osviti>) normative the studying outcomes that are fully ensured by the disciplines present in the educational programme, as evidenced by the Matrix of Conformity of Programme Training Outcomes, Educational Components,

Learning and Assessment Methods.

The programme outcomes of studying are achieved through the completion of all demands of the educational programme by the higher education students: mastering all academic subjects of the General Cycle (94 ECTS credits), the Professional Cycle (145 ECTS credits) out of them Student Free Choice Cycle (57,5 ECTS credits) using the methods of student-centred and problem-oriented training at lectures, tutorials, and seminars. Initiative self-study (independent work and individual tasks) becomes the important constituent of the academic activity. Practical training of students involves organizational and technological, excursion and qualifying practice, which positively affects the achievement of programme outcomes of studying.

If no higher education standard for the specialty and level of higher education exists, how were the programme outcomes of study in the educational program comply with the requirements of the National Qualification Framework (Ukr. Національна рамка кваліфікації) for the specific qualification level?

The learning outcomes of the EP in speciality 24 «Service industry» 242 «Tourism» correspond to the Higher Education Standard of Ukraine in speciality 242 «Tourism» (<https://mon.gov.ua/storage/app/media/vishcha-osvita/zatverdzeni%20standarty/12/21/242-turizm-bakalavr.pdf>)

2. Structure and Contents of the Educational Programme

What is the workload of the educational programme (measured in ECTS credits)?	240 ECTS
What is the workload of educational components (measured in ECTS credits) aimed at the formation of competences defined by the higher education standard according to the corresponding specialty and degree level (if appropriate)? .	240 ECTS cr, according to the the Law on Education, 2014, #37-38, art.2004 with corrections and additions.) The general studies and major disciplines workload is measured in 180 ECTS or 75% of the total workload
What workload (measured in ECTS credits) is devoted to elective disciplines?	40 ECTS
<p><i>Demonstrate that the contents of the educational programme corresponds to the subject area of the specialty claimed for it (specialties, if the educational programme is interdisciplinary)</i></p> <p>The content of the EP corresponds to the subject area of the specialty 242 "Tourism".</p> <p>Objects of study and / or activity:</p> <ul style="list-style-type: none"> - tourism as a social phenomenon, a complex socio-ecological-economic system that covers various natural-geographical, socio-cultural, environmental, economic, organizational and legal aspects; - tourism as a sphere of professional activity and business in the tourism industry (processes of formation, promotion, sale and organization of consumption of tourism product, services of subjects of tourism activity). <p>Learning objectives: Formation of general and professional competences for successful professional activity in the field of tourism.</p> <p>Theoretical content of the subject area:</p> <ul style="list-style-type: none"> - basic concepts: tourism, tourist, sphere of tourism, forms and types of tourism, tourist resources, objects and attractions of tourism; tourist product, excursion, tourist destination, tourist activity, tourist service, tourism industry, tourist infrastructure, tourist services market, subjects of tourist business; - concepts: humanistic, globalization, geospatial organization, globalization, national identity, patriotic education, sustainable development; information, holistic marketing, service, post-industrial; - principles: student-centric, competence-oriented, practically oriented, interdisciplinary. 	
<p><i>How are students provided with opportunities to establish their own individual educational trajectories?</i></p> <p>Students have the opportunity to form an individual educational trajectory at the EP as through the choice of academic disciplines, through the choice of topics of creative-search tasks, relevant research direction, relevant to the scientific topic of the Department of Tourism and Logistics (Organizational and economic principles of formation of tourists Scientific adviser - D.Sc., prof. Stojka AV) (0113U006187) »choosing the place of practice, as well as the possibilities of international mobility, non-formal education, etc.</p> <p>Explanation about the concept of "individual educational trajectory", information about the possibility and procedure of choosing disciplines, about the individual curriculum of the student and the procedure of its formation, about the academic mobility programs, students receive at</p>	

the moment of beginning of classes, at organizational meetings with the Dean of the faculty, guarantor EP, representatives of the international relations office.

The individual educational trajectory is reflected by the student individual educational plan (SIEP), which is drawn up for each academic year. This document contains information about the list and sequence of study of disciplines (in particular, selected by the student), the passage of practices, the amount of training load for all types of educational activities, types and terms of final semester control and final certification. The plan outlines the normative disciplines, practices and disciplines chosen by the student ("Regulations on the Student's Individual Education Plan" (<https://dsum.edu.ua/wp-content/uploads/2018/12/Proposition-pro-individual-curriculum-student-in-DonSU.pdf>)).

How can higher education applicants exercise their right to choose courses?

The choice of the study courses for students, in addition to the Regulations on SIEP, is governed by the "Regulations on Selective Disciplines at Donetsk State University of Management" (<https://dsum.edu.ua/wp-content/uploads/2018/12/.pdf>). The amount of the elective courses is at least 25% of the total ECTS credits allocated to the EP.

In order to study elective disciplines for the next semester, students are familiarized with the approved University Catalog of Elective Disciplines, which is available on the DSUM website (<https://dsum.edu.ua/wp-content/uploads/2020/01/1KATALOGNY19.pdf>). Students choose from a pool of 2 courses for the next semester, beginning with the second semester. The volume of each discipline is not less than 3 credits. Groups of no less than 10 people are formed to study elective disciplines. If the group is not formed, students are encouraged to re-select other disciplines and to form the groups.

The process of filing the appropriate applications to the Dean's office by students and submitting them to the dean's office is coordinated by the curators and group managers. In order to improve the procedure of formation of individual educational trajectories of higher education applicants at the University in early 2020, a new "Regulations on the formation of individual educational trajectories of higher education applicants at Donetsk State University of Management" was adopted, which provides for simplification of the student simplification procedure for the 2020-2021 academic year selective disciplines thanks to the introduction of Google-forms, clearly distributes the functions of such structural units as the dean's office, educational department, This process, which arranges the filling of the elective disciplines pool by the departments (in particular, in the amount of disciplines - not less than 5 credits), establishes new terms for the choice of disciplines by students - from the second course for undergraduate students (acceptance of applications by October 31 for full-time students and until November 15 - for part-time students) and from the second semester for master's students (acceptance of applications by September 30 for full-time students, and before November 15 - for part-time students). Higher education providers have the right to choose not only the courses recommended for the educational program they are studying for but also those offered under other educational programs.

Describe how the educational programme and academic curriculum provide for practical preparation of students, allowing them to acquire the competences necessary for further

professional activity

Organizational and methodological foundations of the practice, requirements, etc. are determined by the «Principle for conducting student practices» (<https://dsum.edu.ua/wp-content/uploads/2019/11/Polozhennya-pro-praktyku.pdf>).

During the practical course of "Introduction to the specialty" students get acquainted with DSUM (faculties, deans, departments, etc.), study the benefits of the chosen EP and visit one of the enterprises in the tourism sector. The result of practice is to write an abstract (up to 15 sheets). The topic of the abstract should justify the relevance and perspective of the development of hospitality, the choice of direction of preparation of the student and his expectations. The latter are primary data - a survey of students about their expectations of mastering the competencies and skills represented in the EP.

The excursion practice takes place in a tourist company, where students join in tours of the city or travel abroad as an assistant guide in bus tours through cooperation with the tourist operator - partner of the Department of Tourism and Logistics. As a result of the internship, the student forms a presentation of the tourist product - excursion, to the holding or development of it was attached.

Thus, in 2019, students of the specialty 242 "Tourism" were involved in the development of the tourist route "Hidden Sights of Mariupol", which is now visited by all comers, and is organized by "Vezha" - a creative space, based on one of the historical symbols of the city - the centennial Water Tower (<https://www.facebook.com/vezhacreativespace/>), which is the city's attraction and the result of a collaborative effort led by local governments and businesses, and the USAID Foundation.

Their organizational and technological practice students take at the enterprises or in the City council Department on tourism development of Mariupol. There they work with documents that ensure the functioning of the enterprise, explore its external and internal environment, explore current trends in the development of tourism at the local, national and supranational level. As a result of the internship, the student creates a report with indicators of organizational and economic development, staffing, marketing and communication and information. A necessary criterion is the use of general scientific research methods and the availability of graphic and tabular material with analytical explanation.

Qualification practice involves taking the internship at the enterprise and writing a qualification work, which is a general manuscript, reflecting the consolidation of theoretical knowledge obtained by students in the process of mastering the subjects of the prescribed by EP, practical skills in the specialty. Scientific results of the work provide for the publication in the form of abstracts of reports at conferences of different levels.

How does the contents of the educational programme take into account the requirements of the corresponding educational standard?

There is no professional standard

What approach does the higher education institution use to measure the relation between the volume of individual educational components (measured by the ECTS credits) and actual student workloads (including individual work)?

There are general requirements for the distribution of the amount of educational components of the EP (in ECTS) at the University and the actual student workload, reflected in the "Regulations on the organization of educational process" (<https://dsum.edu.ua/wp->

[content/uploads/2019/11/Polozhennya-pro-osvitnij-protses.pdf](https://dsum.edu.ua/wp-content/uploads/2019/11/Polozhennya-pro-osvitnij-protses.pdf)). Thus, the number of one-hour ECTS credits for full-time study (except for inter-faculty electives) is: from 33% to 60% (10 to 16 hours in one ECTS); for studying foreign languages by master's level - 50% (15 hours in one ECTS). The specific number of classroom hours per semester is determined by the curriculum. When providing curricula, the EP assurance team calculates the adequacy of the training load according to the number of credits and types of tasks, which is then verified by the instructor of the DSUM training department.

During the annual student surveys regarding the satisfaction with the educational process and the quality of teaching of certain disciplines, the facts of the probable overload of students while doing their independent work are revealed. Upon revealed facts, the garant of the program submits to the training department proposals for load redistribution. A survey of students in this EP showed that 60% of students consider the amount of work for the individual work sufficient and do not spend more time on their scheduled time, and if they spend, at their own request. For a deeper exploration of aspects of topics that interested them. In 40%, there are certain difficulties in mastering the training material for various reasons: due to the high level of self-preparation and a large number of information sources.

How are the structure of the educational programme and academic curriculum related to the tasks and peculiarities of dual (cooperative) education if higher education is provided according to this form?

“Provisional Regulations on the Dual Form of Higher Education at Donetsk State University of Management” (<https://dsum.edu.ua/wp-content/uploads/2019/12/DO.pdf>) defines the procedure for the introduction and organization of the dual form of education in University.

According to this EP, the preparation of higher education applicants for dual education is not carried out.

3. Access to the Educational Programme and Recognition of Studying Results

<p>Provide a link to the web-page containing information about admission rules and requirements for applicants of the educational programme</p>	<p>https://dsum.edu.ua/upload/vstup/pravila-2020.pdf</p>
<p>Explain how the admission rules and requirements for applicants take into account the peculiarities of the educational program?</p> <p>The applicants for specialty 242 «Tourism» seeking bachelor's degree admissions must meet the following criteria to be considered for enrollment: have complete secondary education; have successfully completed the External Independent Evaluation (ZNO in Ukrainian) tests in the Ukrainian language and literature, mathematics, foreign language or geography. The passing score is calculated by adding together entrance tests scores and other admissions scores with an accuracy of 0,001 accordingly with the Admission Terms and Conditions (https://dsum.edu.ua/polozhennya-pryjmalnoyi-komisiyi/).</p> <p>Graduates of the 11th Grade (for entry to DSUM under the Donbass-Ukraine program (https://dsum.edu.ua/don/; https://dostupnaosvita.com.ua/abityrientam/sproshchena-protsedyra-vstypy)) can use the simplified procedure It provides for the passing of two exams of the State Final Attestation (SFA) on the DSUM base: the Ukrainian language and the history of Ukraine (availableosvita.com.ua).</p> <p>After that, the applicant passes one profile entrance examination in tourism. If the applicant has successfully passed the exams, he / she will be enrolled in the budget form of study with the right to receive a social scholarship. And in the context of the relevance of international agreements on academic mobility, he can continue his studies in the countries of Europe under the Erasmus + program.</p> <p>Entrants with disabilities due to the war, dependents who are unable to attend the higher educational institution, persons suffered or registered as affected by the Chornobyl disaster have the right to the privileged enrollment to the HEI on the basis of an interview (https://dsum.edu.ua/pilgy-invalidam-vijny-pidtrymka-zah/).</p>	
<p><i>What document of the higher education institution regulates the question of recognition of study outcomes achieved in other higher education institutions? How are students provided with access to it?</i></p> <p>Recognition of learning outcomes achieved in other HEI's is regulated by the "Regulations on the Right to Academic Mobility at the Donetsk State University of Management" published on the official website of DSUM. http://dsum.edu.ua/wp-content/uploads/2015/11/</p> <p>The results are recognized on the basis of the ECTS, under the agreements on academic mobility with the HEI partners. The procedure involves a comparison of the training load and the learning outcomes obtained from the HEI-partners with the requirements of the EP. Based on the student's academic certificate, the training department, with the participation of a security team representative, compiles a list of re-enrollment disciplines that agrees with the sponsor of the program as needed. The results are recorded in the individual curriculum of the higher education applicant. Referring to specific examples, describe the practice of implementing the rules in the appropriate program (if applicable).</p>	

Students of this EP have not had any academic mobility experience yet.

What document of the higher education institution regulates the question of recognition of study outcomes achieved in an informal way? How are the participants in the educational process provided with access to it?

Recognition of learning outcomes in the non-formal education sector at DSUM is possible on the basis of the "Regulations on the organization of the educational process at Donetsk State University of Management" <https://dsum.edu.ua/wp-content/uploads/2019/11/Polozhennya-pro-osvitnij-protses.pdf>, published on the official site of DSUM, within the framework of innovative learning technologies, because in this case it is a blended learning technology. Yes, students are encouraged to take distance learning courses on the platforms of "Open University of Maidan", "Prometheus". The group of courses is formed by the teacher, taking into account the proposals of students, and is added to the work program of the respective academic discipline, which is approved at the meeting of the department. Students are informed about the pool at the first class and can always access it by reviewing the course's work program at the group email. After completing the online course, student must be certified and present a certificate to the teacher. Points earned for completing the online course are added to the total points for the discipline. Practice has shown that in addition to online courses, it should be possible to recognize the results of students' participation in trainings, language courses, etc. A special document regulating in detail the process of recognition of learning outcomes achieved in the non-formal education sector at the University is under development.

DSUM participation in ERASMUS + project "Support for recognition of qualifications for Ukrainian universities" will contribute to the development and validation of the methodology of recognition compatible with the National Qualifications Framework.

609995-EPP-1-2019-1-PL-EPPKA2-CBHE-SP, which started in December 2019 (<https://quarsu.dsum.edu.ua/pro-proekt/>).

Describe, in specific examples, the practice of applying these rules to the relevant OP (if any)?

According to this EP, the practice of applying these rules was not used.

4. Studying and Teaching on the Educational Programme

Demonstrate how the forms and methods of learning and teaching in the educational program provide for the achievement of programme study outcomes? Provide a link to the corresponding document.

The main types of training at the EP are lectures, seminars, individual lessons, consultations, workshops. Both the traditional teaching methods and techniques, and innovative technologies are applied: personality-oriented learning; learning as research; group project training; training, game, interactive techniques. The correspondence of the forms and methods of teaching to the program results separately for each educational component is explained in the work programs of the disciplines. The form of the work program of the educational discipline, developed by the educational and methodical department of DonSUM, provides correlation of the results of the study by the discipline with the program results of the study ("Regulations on the procedure of elaboration and approval of the working programs of the disciplines" <https://dsum.edu.ua/wp-content/uploads/2018/10/Regulations-on-the-order-compilation-and-approval-of-work-programs-training-disciplines.pdf>; "Methodical recommendations for the elaborating of working programs of training disciplines" <https://dsum.edu.ua/wp-content/uploads/2019/10/Metodychni-rekomendatsiyi-do-skladannya-robochyh-program-2019.pdf>).

Demonstrate how the forms and methods of learning and teaching comply with the requirements of a student-centered approach. What is the level of student's satisfaction with the methods of learning and teaching according to survey results?

The EP "Tourism" focuses on a student-oriented approach and aims at involving students in the educational process by stimulating their motivation, self-reflection, personal and professional self-development.

Learning methods are constantly diversifying. Thus, multimedia software and interactive methods are capable of increasing the effectiveness of learning, mastering the material through the use of graphic visualization tools, creating reference notes, mental maps, interactive posters and comics. "Mind-Map", "memory cards" are a powerful tool for learning educational material. The essence of creating a mental map lies in the radial recording of information by keywords on colored branches. Especially relevant for the disciplines of the specialty "Tourism" is the method of "interactive poster" as "electronic educational tool of a new type, which provides a high level of involvement of information channels of perception of clarity of the educational process." The electronic poster provides ample opportunities for demonstration of educational material, using interactive navigation, incl. in the study of national disciplines for future tourism professionals. Electronic posters as a teaching tool can be used both in lectures and practical classes, as well as useful in distance education.

The Department of Tourism and Logistics tries to show more organizational flexibility in working with students. Teachers coordinate the deadlines for completing the tasks with the students, taking into account the schedule of the educational process and the students' extracurricular employment. The teaching staff of the Department of Tourism and Logistics contributes to the personal development and formation of students' life and professional competences after school, through their involvement in non-formal education (including DonSUM Third Age University - <http://3au.dsum.edu.ua/>), volunteer activities

https://www.facebook.com/vezhacreativespace/?ref=br_rs), educational activities.

A recent survey of DSUM students showed that overall satisfaction with the content and teaching methodology is high. Thus, on the 5-point scale, 79.1%, as a "very good" and "good," orientation of educational content to the formation of general competencies, 66.4% to the formation of professional competences, and 64.6 its socio-political relevance %, communication with scientific research - 60,9%, practical orientation -54,5%. The students also highly appreciated the readability of the material - 79.3%, novelty of information - 76.4%, logical presentation of modules, topics - 72.7%, proper methodological support of disciplines 70.9%.

Demonstrate how the learning and teaching methods employed in the educational programme correspond to the principles of academic freedom

According to the Law of Ukraine «On Higher Education»

<https://zakon.rada.gov.ua/laws/show/1556-18?find=1&text=%EF%F0%E8%ED%F6%E8%EF%E8+%E0%EA%E0%E4%E5%EC%B3%F7%ED%EE%BF+%F1%E2%EE%E1%EE%E4%E8#w31>), academic freedom is articulated as self-dependence and independence of educational process participants during implementation of pedagogical, academic, scientific and/or innovative activities which is performed based on the principles of the freedom of speech, thought and creativity, dissemination of knowledge and information, free disclosure and use of scientific research results taking into consideration restrictions established by laws of Ukraine.

The methods of teaching and teaching at the EP fully comply with the principles of academic freedom to be realized, since their maximum variability, taking into account the freedom of speech and creativity, is envisaged.

In order to ensure compliance with the principles of academic freedom, teachers give students the right to choose freely the research issue, for example, for practice-oriented projects in the course frameworks or for participation in research competitions.

However, when conducting research, they should be based on scientific principles and not violate academic integrity.

Describe how and within what time limits the participants in the educational process are provided with information about the objectives, contents, and expected outcomes of studies, the procedure and criteria for appraisal, including within the independent educational component

General information about the EP, as well as information about the goals, content and expected learning outcomes, procedure and evaluation criteria, is communicated to students at the organizational meeting before the start of study and during the practice of "Admission to the specialty". For individual educational components, information is provided on the first lesson of each discipline or organizational practice lesson. The information is provided either verbally, in print, and with an orientation to the University's website, e-mail of the group and Viber or Telegram messengers where appropriate groups of students are created, and the group administrators are curators from the department of tourism and logistics and laboratory assistant.

Describe how studying is combined with research during the realization of the educational programme

While teaching the overwhelming majority of professional disciplines, there were implemented research-based forms and methods of teaching (84% of the academic staff of the Department of Tourism and Logistics have a scientific degree that provides in-depth current research in the field of tourism).

The scientific theme of the Department of Tourism and Logistics is the "Organizational and economic bases of formation of tourist attractiveness of Ukrainian cities" (scientific supervisor - state enterprise, prof. Stoyka AV) (0113U006187). Within the framework of the mentioned topic, an overview of the existing criteria for measuring the socio-economic factors of sustainable tourism development and their influence on the process of forming the tourist attraction of Mariupol was carried out. The educational component in the formation and realization of the potential of the tourist destination in terms of inbound tourism development has been analyzed.

Since 2019, Ms. Kateryna Goryunova was appointed as the senior PhD teacher. The topic of the research was "Managing the Sustainable Development of the Tourism Industry"

According to the results of the conducted researches, students get prepared for participation in conferences, round tables, etc. (in particular the annual International scientific-practical conference "Development of Public Administration in the Conditions of Reforming: Problems and Prospects" held by DSUM).

Providing a link to specific examples of how teachers improve the content of their educational components basing on research results and modern practices in the corresponding field

Members of the supply team, led by the guarantor of the program, systematically analyze publications, current research, which highlight issues that are thematically relevant to the EP. The information is published through the department's Facebook page (<https://www.facebook.com/dsumtur>), discussed at the meetings of the methodological committee. The source for relevant scientific information for the EP is the professional communication of teachers within the professional association "Hospitality industry of Donetsk region".

The informative updating of individual subjects of the discipline is facilitated by the participation of teaching staff in various activities. Thus, the improvement of the discipline "Risk Management in Tourism" since 2016 is facilitated by a series of seminars Jean Monnet spring seminar on European Security. In 2020, Ukraine-EU Strategic Partnership in the Cyber Space became the topic of discussion. Few members of the Department are active participants and organizer of the event.

The main aim of the seminar is increasing the quality of higher education in the field of European integration in the area of European security and contribute to the development of research-lead teaching by promoting independent and critical thinking, empowerment of the academics as agents of change and applying new research and teaching tools from an interdisciplinary and cross-cultural perspective. As a part of continuity project offers an interdisciplinary program featuring a variety of lectures, seminars, panel discussions, briefings and simulation games in the field of European Security (<http://www.sses.com.ua/en/public>).

Improvement of the programs in the discipline "Marketing in Tourism" and the introduction of the discipline "Leadership and Development in the Tourism Industry" was facilitated by certification of levgenija Dragomirova at the Academy of Tourism Antalya (Antalya, Turkey) (<https://antcol.ru/>) under the American AHLA program (<https://www.ahla.com/issues/travel-and-tourism>) who participated in this program

It became possible to set new accents in teaching the disciplines "Technology of sales in tourism" and "Organization of activity of a travel agency" and "Event tourism" through training "Creating a tourist product"), which was held with the participation of the Hospitality Association of Ukraine (https://www.facebook.com/spilkaaigu/?tn-str=k*F)

Describe how the studying, teaching and research within the educational programme are connected to the internationalization activity of the higher education institution.

As a result of the international cooperation, DSUM has gained considerable experience of international collaboration in recent years. Project participants have visited more than 10 countries (Sweden, France, Romania, Belgium, Azerbaijan, Malta, Scotland, Italy, Portugal, Slovenia), where they have acquired the latest knowledge in the development of formal and non-formal education, developed leadership, formed their own team of change agents for improving quality of education (guarantor of EP Andriy Stoyka received the Certificate of Expert of the National Agency for Quality Assurance of Higher Education (<https://naqa.gov.ua/%d0%b5%d0%ba%d1%81%d0%bf%d0%b5%d1%80%d1%82%d0%b8/>) whose mission is to catalyze positive change in higher education and education ents culture of quality.

As a result of implementation of the projects, the following centers were established: DSUM Third Age University; DSUM Leadership Center; DSUM Center for International Cooperation.

The internationalization of DSUM activity allows the teachers of the department to:

to improve their professional skills(Dragomirova I. Certificated in Academy of Tourism Antalya. (2018, Turkey), Stoyka A. Certificated in UNIVERSITA DEGLE STUDI DI SALERNO (2019 Fisciano, Italy);

establish new professional contacts. Participation of the Department of Tourism and Logistics in the project "Implementation of the quality assurance system of education through university-business-government cooperation in higher education institutions" (EDUQAS586109-EPP-1-2017-1-RO-EPPKA2-CBHE-SP, 2017-2020), allows the implementation of best European practices on quality assurance in education at the EP (Liege Universite (Liege, Belgium), Universitatea din Craiova (Craiova, Romania), Université de Lorraine (Nanci, France), Kazakh University of Economics, Finance and International Trade (Nur-Sultan, Kazakhstan), Royal Institute of Technology (Stockholm, Sweden), Latvijas universitate (Riga, Latvia), University of Plovdiv Paisii Hilendarski (Plovdiv, Bulgaria) Kazakh Ablai Khan University of International Relations and World Languages (Almaty, Kazakhstan) etc);

to participate in joint scientific research with scholars from European countries

1.Stoyka A. The Establishment of quality culture in higher education / A. Stoyka, I. Dragomirova // Proceeding of VI International scientific and practical conference "Promoting effective quality culture practices in higher education: benchmarking and resource search", November 12-13, 2019, Almati. - P. 143-146

2. Stoyka A, Horiunova K. Socio-economic instruments for sustainable development of tourism // Public administration for sustainable development. Collective monograph / The general ed. Chechel A., Khlobystov Ie. – Mariupol: East Publishing House Ltd. 2018. – P. 126-142.

3. Dragomirova I. Social Integration of Ukrainian Ageing People / Monography "Active Ageing From Wisdom to Lifelong Learning» Edited by Guido Amoretti, Diana Spulber and Nicoletta Varani (http://www.tempus-ctae.eu/wp-content/uploads/2019/01/protetto_Amoretti-Spulber-Varani_def.pdf)

4.Dragomirova I. Assessing environmental security of differentiated territories / Journal of

security and sustainability issues. Vol. 8. №4 (June). 2019

5. Dragomirova I. Entrepreneurship model of cybernetic security professionals / Journal of Entrepreneurship Education, Vol. 22(5). 2019.

The course "Event Tourism" and "Recreation Complexes of the World" was taken into account expert opinion of Professor Rob Mark (Dublin, Ireland). He is an ambassador for the international PASCAL learning city network project (<http://lcn.pascalobservatory.org/>) and promotes the results of government-business interaction with the HEIs, which should be of benefit to the global community. Yes, an agreement has been reached to promote the city of Mariupol as one that teaches and shares the experience of implementing the concept of Life long Learning, as well as working with displaced persons, incl. displaced HEI (DSUM in particular).

The internationalization of the EP enables the opportunity for students to participate in academic mobility programs at the University of Salerno (Italy) and the University of Genoa (Italy).

5. Evaluation Measures, Appraisal of Students, and Academic Integrity

Describe how the formats of evaluation measures within the disciplines of the educational program allow for the appraisal of achievements of programme study results

An ongoing monitoring of all types of off-line activities during the semester is carried out in the form of oral assessment or written assessment at lectures, seminars as well as evaluation of student performances when discussing issues at seminars, in the form of testing, presentation of group projects, individual creative tasks, etc. The specific forms of current assessment and the scoring scheme are determined by the syllabus of the discipline. The credit is given for the accumulation of points during the current assessment. The final semester assessment determines the degree of achievement of the intended results of the study in terms of the discipline by the students. The assessment of the final semester is the sum of the points obtained by the student during the semester when performing the assessment tasks provided by the program of the discipline (maximum number - 100) and the points obtained during the semester examination (maximum number - 100) divided in half. Therefore, the maximum amount of points that a student can gain in the final semester assessment is 100. The assessment of the final task is also determined by the system accepted at the university: a) four-level assessment scale - "excellent" (90-100 points), "good" (74-89 points), "satisfactory" (60-73 points), "unsatisfactory" (1-59 points) or a two-tier rating scale - grades "credited" (60-100 points), "not credited" (1 -59 points).

How are the preciseness and clarity of evaluation formats and criteria for reviewing the study results of students of higher education provided for?

The evaluation measures include formative and summative methods. The formative and summative appraising procedures are carried out in accordance with of the "Provisions of Evaluating Student Learning Outcomes in DSUM" (<https://dsum.edu.ua/wp-content/uploads/2019/04/Polozhennya-pro-otsinyuvannya-znan-studentiv-DonDUU.pdf>). The choice of the form of assessment measures is at the stage of preparation of the curriculum: educational components, the results of which imply more practical tasks, are completed by credit, the educational components of more theoretical and practical tasks - examination. The content of the exam assignments and program outputs are closely aligned. One task can

measure multiple results, or one result can be measured by a number of evaluation tasks.

Describe how the formats of evaluation measures within the disciplines of the educational program allow for the appraisal of achievements of programme study results

Information on the form of assessment and the scoring scheme is provided to students by the professor at the first lecture of the discipline. This information is introduced in the course syllabus, which the student can read at any time via group e-mail or on the website. The semester evaluation criteria do not change. The current assessment information is communicated to students through verbal communication of lecture assessments or in the group's academic record. Students are informed about the total amount of accumulated points from the discipline at the last lecture/seminar.

How do the formats of appraising students comply with the requirements of the higher education standard (if appropriate)?

According to the higher education standard to the specialty 242 "Tourism" field of knowledge of the first (bachelor's) level of higher education approved by Order of the Ministry of Education and Science of Ukraine No. 1244 of 13.11.2018, attestation can be carried out in the form of public defense (demonstration) of qualification work or attestation examination(s)

<https://mon.gov.ua/storage/app/media/vishcha-osvita/zatverdzeni%20standarty/12/21/242-turizm-bakalavr.pdf>

Attestation for the specialty is carried out in the form of public diploma defense of the bachelor's degree in specialty 242 "Tourism" (full-time mode of study) or the unified qualification examination in the specialty in the format determined by the Cabinet of Ministers of Ukraine (correspondence mode of study) (<https://dsum.edu.ua/wp-content/uploads/2020/04/OP-Turyzm-2019.pdf>)

What documents of the higher education institution regulate the procedures for evaluation measures? How are the participants in the educational process provided with access to it?

The procedure of carrying out an assessment at DSUM is regulated by the "Regulations on the organization of the educational process at Donetsk State University of Management" (<https://dsum.edu.ua/wp-content/uploads/2019/11/Polozhennya-pro-osvitnij-protses.pdf>) and the "Regulations for Assessment of Knowledge of DSUM Students" (<https://dsum.edu.ua/wp-content/uploads/2019/04/Polozhennya-pro-otsinyuvannya-znan-studentiv-DonDUU.pdf>)

How do these procedures ensure the objectiveness of examiners? What are the procedures for preventing and resolving conflicts of interest? Give examples of how the appropriate procedures are implemented in the educational programme.

Professors' objectivity while conducting exams is ensured by providing mostly written exams and selectively anonymously making by a second examiner.

How do the procedures of the higher education institution regulate repeat evaluation? Give examples of implementing the appropriate rules in the educational programme

If the results of the student for a certain type of educational activity are cumulatively less than 60 points, he/she has the right to re-take the semester examination after the examination period and/or to re-execute the test paper and/or individual tasks. Re-taking the semester exam, re-completing the test paper, re-completing the individual assignment is allowed no more than two times. For the first time - a scientific and pedagogical staff (usually a lecturer), and the second - a commission, which is created by the order of the rector (vice-rector for scientific and pedagogical work) upon the submission of the dean of the faculty. The

commission's assessment is final. Rescheduling of unsatisfactory assessment for the 1st semester is allowed during the winter holidays, for the 2nd semester - during the summer holidays.

How do the procedures of the higher education institution regulate appeals against the results of evaluation measures? Give examples of implementing the appropriate rules in the educational programme

The provision "On the organization of the educational process at Donetsk State University of Management" stipulates that the applicant of higher education must be acquainted with the results of the exam writing paper no later than within 3 working days after submitting it. The student has the right to review the work and to obtain an explanation of the assessment. In case of disagreement with the assessment, the student has the right to file a written appeal on the day of the announcement of the assessment result or the next working day, stating the specific reasons for disagreement with the assessment. The head of the department together with the examiner, involving other specialists, if necessary, shall consider the appeal within 3 days and inform the applicant of higher education about the results of the examination orally.

There are no facts of appeal by students of this educational program.

What documents of the higher education institution contain the policies, standards and procedures for observance of academic integrity?

The policies, standards and procedures for maintaining academic integrity are introduced in the "Academic Integrity Regulations" <http://dsum.edu.ua/wp-content/uploads/2015/11/Положення-про-академічну-добросовісність-у-ДонДУУ.pdf>

Which technical measures are used in the educational programme as instruments against violations of academic integrity?

The following are used as tools to counteract academic integrity violations at the educational program:

- informing the students of higher education by the professors about the inadmissibility of plagiarism in the study of each discipline;*
- study of topics on academic virtue, academic writing, code of ethics of the scientist within the discipline "Intercultural communication";*
- expert evaluation and (or) technical verification of electronic variants of qualification work for academic plagiarism by a scientific supervisor through Internet resources.*

How does the higher education institution popularize academic integrity among the students of the educational programme?

Academic Integrity as a Positive Practice is Popularized at the University through through Continuing Educational Work and Updated DSUM 2016-2022 Development Strategy (updated in 2018) (<http://dsum.edu.ua/upload/doc/strategy2017.pdf>).

How does the higher education institution react to violations of academic integrity? Give examples of any relevant situation referring to the students studying in the corresponding educational programme

For manifestations of academic dishonesty: academic plagiarism; fraud, forgery; fabrication, falsification, cheating, bribery, provision of inaccurate information, etc., participants of the educational process are brought to moral, disciplinary and administrative responsibility in

accordance with the requirements of the current legislation of Ukraine.

If the standards of academic integrity are violated, the scientific and pedagogical staff may be deprived of a scientific degree or an academic title; deprived of the right to participate in the work of statutory bodies or to hold positions defined by law; fired, get reprimanded. Students may be held liable for such forms of liability as violations of academic integrity: warnings; re-evaluation; re-taking the relevant educational component of the educational program. The decision on the type of responsibility is taken at a meeting of the Academic Integrity Commission, upon receipt of an application addressed to the Chairman of the Commission, indicating the applicant's personal data and the fact of dishonesty. Anonymous statements are not considered by the Commission. Decisions of the Commission may be appealed at a meeting of the Scientific Council.

There were no manifestations of academic dishonesty both from staff and students of this educational program.

6. Human Resources

How is the necessary level of professionalism of the teachers of the educational program ensured during their selection?

The procedures of recruitment selection of the EP staff are regulated by "Provision on the Procedure of the Scientific and Pedagogical Staff Recruitment Selection on Competitive Basis and Procedures of Concluding Contracts with them at DSUM (http://dsum.edu.ua/upload/doc/polojennya/poradok_konkursnogo_vidboru.pdf) (all full-time faculty members from the Department of Tourism and Logistics successfully passed the vacancy filling in December 2019). The initial criteria of the competition are the following criteria for assessing the professionalism of professors, in particular - relevance of qualification – educational program profile (corresponding education, scientific degree, academic rank), previous pedagogical training and ability to conduct classes at a high scientific and methodological level, experience of scientific and international project activity knowledge of a foreign language, etc. The following passages of the competition department also take into account the results of student surveys and the personal results of the professor in the main areas of activity - educational, methodical, scientific. Professors' pedagogical skills are assessed at demonstration classes and visitation.

Referring to specific examples, describe how the higher education institution encourages employers to take part in the organization and realization of the educational process

Employers are involved in organizing and implementing the educational process, first and foremost, in the internship and certification of applicants of higher education. Stakeholders also offer short-term study programs and internships to students. For example, students of specialty "Tourism" have the importance of seasonal work (in the summer) as accompanying tourist groups in bus tours from "Accord-Tour". The company and DSUM interact in the scientific field as well. In 2015, a contract was signed to perform paid research work on the topic "Development of the state mechanism for managing the tourist attraction of Ukrainian cities". The review of the existing mechanisms of state regulation and methods of promoting the process of forming the tourist attractiveness of Ukrainian cities is carried out. The current state of development of cross-border cooperation has been analyzed and the features of the latter in tourist-attractive territories have been singled out.

Referring to specific examples, describe how the higher education institution encourages professional practitioners, field experts, representatives of employers to participate in classes of the educational programme.

The department engages in teaching individual modules and topics of educational programs, conducting trainings, workshops and webinars of specialists in tourism and hospitality, as well as public figures. In particular, Valentina Limarenko - the head of the separate unit of NGO "Union of RGT in Ukraine" in Donetsk and Luhansk regions, Denis Gryaznov - director of the Zaporizhzhia branch of Accord-Tour LLC; Maxim Dolgikh - the head of the Alaska Sports and Recreation Center, Tatiana Lomakina - Head of NGO "Mariupol Youth Union", Elizabeth Kundel - Administrator of the Stone Gastropub and others.

Describe how the higher education institution provides for the professional development of teachers in the educational programme

Promoting the professional development of educational program staff is possible because of mutual methodological assistance at the department, participation in university

training seminars, study visits to foreign partner universities of the project, as well as Turkey, Italy, the United Kingdom - within the framework international projects of DSUM. Professors regularly participate in advanced trainings in various forms: webinars, online courses, workshops (e.g., "Management and Marketing of Tourism Development in the Region with the Support of the Department of Culture and Tourism of Donetsk Regional Educational and Methodological Center of Culture (January 2020).

TEMPUS ELITE Summer Leadership Academy - Education for Leadership, Intelligence and Talent Encouraging at the I.I. Mechnikov Odessa National University (2017, Odessa)

There are various tasks in international grant projects, so Professor Andriy Stoyka and Docent Ievgeniia Dragomirova joined the project team to implement the "EduSpace" for Displaced Higher Education Institutions in the East of Ukraine by EU Support (2019-2022). The project aims to enhance the capacity of displaced Ukrainian higher education institutions operating in government-controlled areas of Donetsk and Luhansk regions. DSUM should get the necessary educational space for libraries, conference halls and sports venues to improve the quality of education both in the specialty "Tourism" and throughout DSUM through the project.

Demonstrate that the higher education institution stimulates the development of teaching skills

The university incentive system is governed by the Collective Bargaining Agreement <https://dsum.edu.ua/wp-content/uploads/2019/12/kollektyvnyi-dogovor-na-2017-2021-roky.pdf>, with annexes - in particular, the "incentives Regulation". In addition to material, professional incentives are also used in the form of appreciation letters, certificates. Competitive conditions are created for developers of methodical products, in particular - a competition for the best educational study manual (<http://dsum.edu.ua/wp-content/uploads/2015/11>)

The provision "On the rating system of evaluation of the activity of scientific and pedagogical staff at DSUM" is being updated.

7. Educational Environment and Material Resources

Demonstrate how the financial and technical resources (library, other infrastructure, equipment, etc.) as well as methodological groundwork for the educational programme provide for the achievement of objectives and programme study outcomes defined by the educational programme

After moving to Mariupol in 2014, DSUM had to rebuild its facilities. The expenses on the University's development are depicted in the Rector's annual reports published on the website. At present, DSUM logistics is in compliance with license conditions. There are 2 buildings with repaired and equipped audiences, including multimedia facilities. DSUM computer base, library, sociological research laboratory allow students and professors of the educational program to carry out the necessary research. In addition to DSUM Library, students have the opportunity to use electronic resources by Chernihiv National Technological University and Mariupol State University. The educational process uses free software: trial versions or licensed software. The needs of students in the hostel accommodation are satisfied.

The development of the University's sports, social and leisure infrastructure must be driven by the implementation of the EUAID-funded project "Open Educational Space for Students and the Community" at DSUM in 2019-2022 (<https://dsum.edu.ua/wp-content/uploads/2020/01/EduSpace-DSUM-29082019-UA.pdf>) and reconstruction of another

DSUM building.

The educational and methodological support of the educational program allows achieving the goals and program results of training defined in the education program, due to its content completeness and constant updating. Syllabus of educational disciplines, materials for seminars, practical classes, and independent work of students, are discussed at the department and expertise in the teaching and methodical department. All teaching materials are available to students through e-mail groups and DSUM distance learning platform.

Demonstrate how the educational environment created in the higher education institution allows for the satisfaction of demands and interests of students studying in the educational programme. What measurements does the higher education institution conduct to reveal and take these demands and interests into account?

DSUM educational environment allows to fulfilling the needs and interests of higher education program applicants by creating comfortable material and technical conditions for study (equipped classrooms, laboratories, training centers, library, etc.), as well as establishing effective social relationships, favorable psychological environment by providing opportunities for participating in cultural, leisure and sports events.

Student self-government consultations and periodic student surveys are conducted to identify and address these needs and interests. According to the latest survey, the level of student satisfaction with the material and technical base of the University as a whole reaches 73%, relations with teaching staff - 92%, relations with groupmates - 57%. Thus, the survey showed a lack of group integration in the student environment that required taking corresponding measures from the curators, student self-government, and the education department.

Describe how the higher education institution provides for the safety to life and health of students of the educational programme (including mental health)

The safety of the educational environment for the life and health of students of higher education is ensured by strict adherence to safety standards, conducting various educational and preventive measures in the provision of first aid assistance, leading a healthy lifestyle, combating domestic violence, trafficking, mine security, mine safety. Students can obtain the necessary legal assistance at DSUM Law Clinic. With regard to mental health, primary psychological assistance is provided to students by supervisors and teaching staff, with whom, due to a small number of students in groups, close relationships are established.

According to the survey, 77.2% of respondents rated it "very good" and "good", while the comfort of learning conditions was highly rated by 76.4%.

The comfort of the psychological environment at the University is also quite high. Thus, student relations and student relations were rated as "very good" and "good" by 86.4% and 79.1% of the respondents respectively.

Describe the mechanisms for educational, organizational, informational, advisory and social support of students. What is the satisfaction level of students regarding this support according to survey results?

Educational support of students at DSUM is provided by the department of quality of education, head of the educational program; quality management - head of the program departments, sociological research laboratory, etc.; organizational - educational, educational-methodical, international departments, department of educational work, dean's office;

information – University website, Information-analytical center; social - HR department, labor protection department, dean's office, student self-government; Advisory Center for Continuing Professional Education, Law Clinic, Contact Center (<https://dsum.edu.ua/organizatsijna-struktura/>). The level of social protection for students from socially vulnerable groups is sufficient. Students receive statutory social grants, social benefits and benefits according to their vulnerability status. Due to the rent of the dormitory, there are problems in providing preferential categories of students with the right to free residence. Through meetings with employers, collaboration with the City Center for Employment, students receive appropriate counseling support for job opportunities. Students are actively involved in projects aimed at personal development and support. Autumn holidays - the International Tourism Day and also the Day of Older Persons - have become traditional. The latter is conducted with students of all ages of formal and non-formal education. Intergenerational collaboration has a positive effect on the social and psychological climate of the student body and allows DSUM to be socially responsible to the community of the city, which has adopted in times of aggravation of the conflict.

Concerning the satisfaction surveys of DSUM students, 84% are satisfied with the quality of teaching, and the level of competition for the scholarship fund is reduced in the specialty. After all, most students study under a contractual form of study, while others receive social scholarships as internally displaced persons. In the specialty 242 "Tourism" ~ 30% of students are internally displaced persons.

How does the higher education institution create enough conditions for realizing the right to education of persons that have special educational needs? Give specific examples of how such conditions are created in the educational programme (if appropriate)

The educational space of DSUM is developing towards inclusion and for people with special educational needs; one of the buildings is equipped with elevators, the construction of ramps has already been included in the plans, and all accessibility requirements will be ensured during the reconstruction of the new building. There are no students with special educational needs at this educational program.

How does the higher education institution define the policies and procedures for regulation of conflicts (including those which are connected to sexual harassment, discrimination and corruption)? How are the participants in the educational process provided with access to the regulatory policies and procedures? What is the practice of their implementation during the realization of the educational programme?

Conflict situations have not yet arisen among students of this educational program. Regarding conflict resolution procedures, issues related to sexual harassment, discrimination and corruption are within the competence of the Integrity Commission, the procedure for which and the resolution of conflicts are governed by the "Academic Integrity Regulations" (<http://dsum.edu.ua/wp-content/uploads/2015/11/Положення-про-академічну-добросовісність-у-ДонДУУ.pdf>).

The University is implementing a plan to work on the prevention and detection of corruption, according to which appropriate organizational and educational work is constantly carried out among students and employees of the University; measures concerning conflict of interest are being taken. Seminars provide information to specially authorized entities in the field of combating corruption about detecting cases of violation of anti-corruption legislation while performing the duties of the university employees. In addition, there is a "trust box" at the

University. DSUM plans to launch "LearnToRest" Student Cooperation Center, based on the Center for International Cooperation, which will develop tourist products for the region and the city.

8. Internal Quality Assurance of the Educational Programme

Which document of the higher education institution regulates procedures for the development, approval, monitoring and periodical review of the educational programme? Provide a link to this document which is promulgated in open access on the Internet.

Procedures for developing, approving, monitoring and periodically reviewing the educational program are regulated at the University:

"Regulations on the quality assurance system of higher education at Donetsk State University of Management"

<https://dsum.edu.ua/wp-content/uploads/2018/12/Положення-про-систему-забезпечення-якості-вищої-освіти.pdf>;

"Regulations on educational programs and curricula of Donetsk State University of Management"

<https://dsum.edu.ua/wp-content/uploads/2019/11/Polozhennya-pro-osvitni-programy-i-navchalni-plany.pdf>;

"Regulations on project teams and specialty groups for the development and support of educational programs at Donetsk State University of Management"

<https://dsum.edu.ua/wp-content/uploads/2019/01/Polozhennya-pro-proektni-grupy-ta-grupy-zabezpechennya-spetsialnosti.pdf>.

Describe how and at what frequency the educational program is reviewed? What changes have been made to the educational program since the last revision and provide the justification?

The academic program is reviewed at least once a year at a meeting of the supporting unit. The educational Program 242 specialty "Tourism" was updated in June 2019. The changes were driven by a revision of the work curriculum. Updates were made in the training cycle, namely part of the student's free choice disciplines. The expediency of the revision is dictated by the desire to adapt the program to the requests of external stakeholders and to the current trends of the tourism industry.

Referring to specific examples, demonstrate how students are involved in the process of periodic review of the educational programme and other procedures for its quality assurance, and how their position is taken into account during the educational programme review

This program is reviewed annually. Higher education providers are involved in the process of periodic review of the educational program at the University and quality assurance procedures, primarily through participation in surveys on the content and quality of teaching of specific disciplines. In addition, students can express their suggestions for introducing new courses, changing their teaching logic or methods, at working meetings with representatives of the supporting unit.

Currently, two variants of the survey are being tested at the University: by professors -

according to the questionnaire with closed and open questions, and on the principle of "equal - equal" - representatives of the student community, in the format of focus groups, university-wide online survey. Triangulation (combination of several survey methods) allows obtaining reliable and reliable information on the quality of education at DSUM, to overcome the effect of socially desirable answers. Due to a small number of groups and close personal contact with the teaching staff, in previous surveys students often gave rather complimentary grades (80-90% of satisfaction), so taking into account the opinions of external stakeholders and their involvement in the learning process is an objective necessity to obtain more reliable and informative full data.

How does student government participate in the procedures for internal quality assurance of the educational programme?

Student self-government representatives help with the conduct of the survey, in particular - motivate students to participate in them, act as interviewers; and participate in working meetings with representatives of supporting unit.

Referring to specific examples, demonstrate how employers are directly or through their associations involved in the process of periodic review of the educational programme and other procedures for its quality assurance

DSUM annually conducts expert surveys among employers at round tables on the vision of the University specialties development prospects, inquiry on certain competences of graduates. The last discussion of the competencies of the tourism industry with the Director of Mariupol City Employment Center O. Chupryna, representatives of local NGOs took place during the Round Table on European Employment Policy, Labor Market, Labor Migration vs Ukraine, in June 19, 2019.

This educational program has not been reviewed yet.

Describe the practice of collection and inclusion of information about career prospects and employment trajectories of graduates of the educational programme

Information on career paths and employment trajectories of graduates of the educational program is collected at the department. Contacts with alumni are maintained via telephone, social networking (including via the department's Facebook page and Instagram page), and meetings at the University. It was the monitoring of the employment trends of the graduates of the department that showed the prospect of employment of specialists of the tourism industry and led the orientation of the program to cooperation with employers of the said industry.

What drawbacks of the educational programme and/or educational activity related to the educational programme were revealed during the implementation of procedures for internal quality assurance within the time limits of its realization? How did the higher education institution's system of quality assurance react to these drawbacks?

During the conduct of internal quality assurance procedures in terms of this educational program implementation, the following shortcomings were identified:

- requires a revision of the logic of the distribution of courses by courses, for a deeper development and analysis of theoretical material by students;*
- constant updating and monitoring requires annual evaluation of higher education applicants, namely:*
- providing diagnostic and control all types: the system of assessment of students' knowledge includes current, final, semester control, rectorial control of knowledge and certification of applicants for higher education;*

- evaluation criteria and methods, as well as evaluation criteria, shall be made public in advance;
- the evaluation of higher education applicants is consistent, transparent and conducted in accordance with established procedures; after each session students' grades are published;
- the existence of a formal procedure for considering appeals from higher education applicants;
- sociological surveys of students and graduates, as well as student monitoring of the quality of the educational process to take into account students' opinions on the quality and objectivity of the assessment system are held annually.

Demonstrate that the results of the external higher education quality assurance are taken into account during educational programme improvement. How were the concerns and propositions on the last accreditation and accreditations of other educational programs taken into account during the improvement of this educational programme?

Since accreditation is primary, there is no external quality assurance of higher education that is taken into account during this educational program improvement.

Describe how the members of the academic community are meaningfully involved in the procedure of internal quality assurance of the educational programme

DSUM systematically works to familiarize educational staff with new trends in quality assurance in higher education. For example, training seminars were held: "The European experience of quality assurance in education" <https://dsum.edu.ua/2018/05/25/navchalnyj-seminar/>, "The role of external stakeholders in the quality assurance system of higher education" <https://dsum.edu.ua/2018/09/21/shanovni-kolegy-vykladatskogo-ta-admi/>

Describe the division of responsibility between the different structural subdivisions of the higher education institution with respect to the implementation of processes and procedures for internal education quality assurance

DSUM clearly defines the levels of responsibility of departments, faculties, supporting units and other structural divisions and relevant heads and persons for the implementation of quality assurance procedures, which is reflected in the current Regulations on the educational process (<https://dsum.edu.ua/wp-content/uploads/2018/09/Положення-про-освітній-процес-1.pdf>), about the Rectorate (<http://dsum.edu.ua/wp-content/uploads/2015/11/Положення-про-реktorат.pdf>); about faculties (http://dsum.edu.ua/upload/doc/polojennya/poloj_management.pdf; http://dsum.edu.ua/upload/doc/polojennya/poloj_pravo.pdf; http://dsum.edu.ua/upload/doc/polojennya/poloj_economika.pdf), about the department (<http://dsum.edu.ua/wp-content/uploads/2015/11/Положення-про-кафедру.pdf>), about the academic office (<http://dsum.edu.ua/wp-content/uploads/2015/11/Положення-про-навчальний-відділ-1.pdf>); about the methodological department (<https://dsum.edu.ua/wp-content/uploads/2019/12/polozhennya.pdf>); about student self-government (http://dsum.edu.ua/wp-content/uploads/2015/11/polozhennya_pro_organ_studentskogo_samovryaduvannya.pdf),

The Education Quality Division coordinates the activities of the departments; it was established in January 2019 as part of the ERASMUS + project "Implementation of the Education Quality Assurance System through University-Business Government Collaboration at HEI" (EDUQAS).

The department operates on the basis of "Regulations on the Department of Education Quality of Donetsk State University of Management" (<https://dsum.edu.ua/wp-content/uploads/2019/03/Polozhennya-pro-VIDDIL-yakosti-osvity.pdf>) directly to the rector. The department provides for two sectors: the external quality assurance sector and the internal quality assurance sector. The latter, in order to fulfill its tasks in analyzing the availability of the necessary resources, organizes the educational process for each educational program; forms the expert groups on monitoring the quality of education; involves major stakeholders in the region; analyses the quantitative indicators of student learning outcomes; studies the level of students' satisfaction of the educational program, the content and organization of training, resource support, its results; debriefs alumni feedback, receives alumni recommendations on how to improve educational program; establishes interaction with employers and obtains recommendations from them on updating the content of the educational program, teaching methods, organizing practical training; cooperates with the educational and methodological departments of DSUM, faculties and departments (including head of the educational program and members of the groups providing the educational program), professors, students, graduates, employers.

9. Transparency and Publicity

What documents of the higher education institution regulate the rights and responsibilities of all participants in the educational process? How is their access to the participants of the educational process assured?

The rights and responsibilities of all participants of the educational process are settled by the "Regulations on the organization of the educational process at the Donetsk State University of Management"

<https://dsum.edu.ua/wp-content/uploads/2019/11/Polozhennya-pro-osvitnij-protses.pdf>;

"Regulation on Student of Donetsk State University of Management"

<https://dsum.edu.ua/wp-content/uploads/2019/11/Polozhennya-pro-studenta.pdf>;

"Regulations on planning and accounting of work of scientific and pedagogical staff at Donetsk State University of Management"

<http://dsum.edu.ua/wp-content/uploads/2015/11/Положення-про-планування-та-облік-роботи-науково-педагогічних-працівників-у-ДонДУУ-1.pdf>

The access to these documents is ensured through their placement on the University's website.

Provide a link to the web-page that contains information about promulgation of the relevant form on the official web-site of the higher education institution designed to receive concerns and propositions from stakeholders.

The address of the educational program webpage on the University website:

<https://dsum.edu.ua/wp-content/uploads/2020/04/OP-Turyzm-2019.pdf>

Provide a link to information about the educational program published in open access on the Internet (including its objectives, expected outcomes of studying and components)

Educational program information published in open access on the Internet

https://dsum.edu.ua/dokumenty/?fbclid=IwAR0x8tIX88M0e1tdLVUvCTWF2_AqkJLGj4Tro4GHrHxy-DzSd66OOZPSNJM#1585746449038-8e1e79c1-8b30

10. Prospects for Further Development of the Educational Programme

What are the educational programme's strengths and weaknesses in general?

The strengths of educational program "Tourism" are:

- *the educational program "Tourism" developed according to the standard of higher education for the specialty 242 "Tourism" for the first (bachelor) level of higher education, taking into account the experience of the leading universities of Ukraine;*
- *the program provides opportunities for international and national mobility for students; indicated the possibility of studying under the program of the second level of higher education in the fields that are consistent with the obtained bachelor's degree or related: master's (educational-scientific / educational-professional) programs of higher education;*
- *the program develops perspectives of practical mastery of the skills of tourist activity, indicates the orientation of the modern service sector of the tourism industry. Performed in an active research environment;*
- *the disciplines and modules included in the program are focused on current trends, within which further professional and scientific career of the applicant is possible;*
- *the program developed taking into account the latest tendencies in the labor market and in the conditions of interaction with the leading representatives of the tourist industry of*

Ukraine.

The weaknesses of the program are:

- insufficient flexibility of the individual trajectory of the student;
- the lack of courses / blocks in English teaching;
- partial duplication of contents of separate topics of different disciplines;
- *significant workload on teachers in connection with the development of new courses.*

What are the prospects for development of the educational programme for the next 3 years?
What concrete measures does the higher education institution plan to take to realise these prospects?

Program development plans:

- *Student enrollment in the educational program in the amount stipulated by the license (group of 10-15 persons);*
- *High rates of employment of graduates by profession;*
- *Increase the number of subjects taught in English;*
- *Implementation of the international scientific project and implementation of its results in the educational process within the framework of the educational program;*

Steps:

- *involvement of highly qualified professors of different profile in the teaching process, including those who can teach in English;*
- *development of internal mobility and external mobility of students and professors for the purpose of study skills and overall professional growth;*
- *creation of an innovative space for the education and development of students of Specialty "Tourism" through the implementation of the EUAID-funded project "Open Educational Space for Students and the Community" at DSUM in 2019-2022 (<https://dsum.edu.ua/wp-content/uploads/2020/01/EduSpace-DSUM-29082019-UA.pdf>) and enterprises of Mariupol;*
- *submission of grant applications together with international partners for the implementation of international scientific projects in the field of tourism and hospitality.*

Assurance

We assure that all information provided in the report and documents attached to it is reliable.

We guarantee that the higher education institution will provide any documents and additional information referring to the educational programme and/or educational activity on this educational programme.

We give consent to the processing and promulgation of information about the self-appraisal and all documents in full and in the public domain attached to it.

Head of the higher education institution

Svitlana Marova

Guarantor of the educational programme

Andriy Stoyka