

DONETSK STATE UNIVERSITY OF MANAGEMENT

SELF-ASSESSMENT REPORT OF THE EDUCATIONAL PROGRAMME

«Conflict management and mediation»

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	Marova Svitlana
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 (Ukr. ЄДЕБО)	
Name of the educational Programme	Conflict management and mediation
Requisite details about the decision to license the specialization at the appropriate degree level	Order of the Ministry of Education and Science of Ukraine dated 23.06.2017 № 134-л http://dsum.edu.ua/wp-content/uploads/2015/11/ліцензія-наказ-134.pdf
Cycle (degree level)	Second Cycle (Master Degree)
Broad field, specialty and specialization (if appropriate)	05 Social and Behavioral Sciences 054 Sociology
Structural subdivision that ensures the implementation of the educational programme	Sociology of Management
Professional qualification conferred in accordance with the educational programme (if appropriate)	Sociologist. Specialist in the social and political conflicts resolution
Language (languages) of education	Ukrainian, English (selected subjects by student's choice)
Full name and position of the educational programme guarantor	Nataliia Nykyforenko PhD, Associated Professor, Head of the Department of Sociology of Management

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

The department has been preparing master's degree students in speciality 054 "Sociology" since 2007. In 2009 the department had the first graduation of master's degree students of Sociology major in Donetsk oblast. After DSUM was displaced to Mariupol in connection with the military conflict, in 2014 the training of master's degree students of Sociology at the department was resumed and continued. At present, the department is the only one that prepares master's degree students of Sociology in Mariupol. The sociological support of management processes is the key component of the research of the department. Taking into account the current social and political situation in Ukraine, as well as the activities of DSUM in the city, which is located in close proximity to the military conflict zone, there is a demand for the conflict-resolution competencies of specialists in various fields of activity, in particular in the field of public management and administration, in the field of social protection and rights assurance, in the public sector. In October-November 2018 in DSUM, with the assistance of the Ministry of Science and Education of Ukraine and the British Council in Ukraine, the project team started the design of the educational program "Conflict management and mediation" at the master's degree level. This program was

approved by the Academic Council of DSUM (Order №9 from 26 June, 2019). In August 2019, the Admission Committee of DSUM enrolled students for this educational program.

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 is to train highly qualified specialists in sociology, who possess theoretical knowledge in the field of general sociology, special and sectoral directions, conflict resolution studies; practical skills of organization and conduct of sociological researches, analytical work with social information, conflict management, dialogues facilitation and mediation. A special feature of the program is its focus on the sociological support of managerial activities in authority bodies at different levels, in the commercial and public sectors, with an emphasis on conflictological aspects of management processes.

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 training of a new competitive (demanded on the labour market) generation of specialists 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 knowledge ([http: / /dsum.edu.ua/upload/doc/strategy2017.pdf](http://dsum.edu.ua/upload/doc/strategy2017.pdf)). Currently, the mission focuses on the Europeanisation of Mariupol's educational space through the appliance of DSUM experience of international projects participation.

The strategic goal of the University is to ensure that the University graduates are demanded by means of adapting to the labour market, are able to master the latest management and modern computer technologies, as well as being fluent in foreign languages and can build the basis for Donetsk State University of Management transformation into a research-type university.

The objectives of the educational program "Conflict Resolution and Mediation" are in line with the mission and strategic goal of the University: by virtue of European standards of quality of education to prepare professionals with lateral thinking, who are capable of providing high-quality sociological and conflictological support for managerial activities in the economic, political and social spheres.

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:

Maryna Svyridovskaya, a graduate student in sociology, and Kateryna Wenziega, a graduate, who has experience working as a specialist in a sociological research laboratory, and is now working as a chief specialist in the department of legal education and free legal assistance in the Mariupol local centre for providing free secondary legal assistance, were involved in the program creation. They formulated proposals on the need to continue studying methods of conducting sociological research in a master's program in sociology, with an emphasis on the possibilities of their integration in an interdisciplinary scale, as a result of which a course "Modern trends in the development of methods of sociological research" was proposed, which includes module "Conflict analysis methods." The suggestions of other students and graduates regarding the necessity to strengthen the formation of communicative competence were also taken into account, the response to which was the introduction of a "Communicative workshop" as part of the program.

- Employers.

As it is the public sector in Mariupol that is currently the main place of employment for sociologists, and a significant proportion of projects implemented by Mariupolian NGOs aimed at

overcoming the effects of military conflict and promoting dialogue practices, representatives of community organizations were involved in discussing training courses (e.g. NGO "Mariupol Development Fund", NGO "Right to Defense", NGO "Civic and Political HUB of Mariupol"). According to the recommendations made at stakeholder meetings, in particular about the need to pay greater attention to developing the sociological skills, students are required to be involved in the third sector (time management, strategic and project planning, teamwork, etc.). The elective courses "Project management of public organizations", "Technologies of social project drafting" were offered, and accordingly, the competences and results of training in terms of the educational program were adjusted.

- The academic community.

The project team 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 the Department of Management (head of the department - Doctor of Economics, Assoc. Prof. Chechel A.) in order to strengthen the management skills of masters-sociologists working under uncertainty, and the relevance of their disciplines on crisis management, as well as suggestions from the Department of Foreign Languages (head of the department - Ph.D. in Economics Tanchyk O.) on the necessity to adapt the language training of sociologists to activities in the conflict area and to cooperate with NGOs, were taken into account, which resulted in the formulation of linguistic and intercultural competences and results of training.

- Other stakeholders.

The educational program took into consideration the recommendations for the HEI providing mediation training services from the National Association of Mediators of Ukraine regarding the organization of mediation training, teaching methods, evaluation of learning outcomes http://www.namu.com.ua/ua/downloads/osnovni_zasady_NBNM/NAMU%20Mediation%20Basic%20Training%20-%20Recommendations%202019.pdf

Moreover, by discussing approaches to conflict resolution with representatives of the Ukrainian Peacemaking School, which since 2014 has been institutionalizing the social mediator profession and analyzing their experience with conflict, the discipline "Fundamentals of Mediation" has been redesigned into a course "Mediation and Dialogues".

Thus, most of the recommendations were taken into account. The decision to consider the particular recommendations advisable or not relevant was conditioned by the vision of the project team members of the educational program focus, taking into consideration the previous positive and negative experience of piloting the course in another HEI of Ukraine, the compliance of the educational program and the requirements of employers regarding the specialists' competencies.

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

At the stage of program development, the project team members were following tendencies that characterize the current demand for professional sociology and conflictology in Ukraine.

Significant economic, political and socio-cultural transformations at the present development stage of Ukraine actualize the demand for specialists-sociologists who have systemic social knowledge, experience in predicting the prospective development of social relations, preventing and resolving conflicts, as the level of social tension in Ukrainian society is stable and high: <https://dif.org.ua/article/sotsialna-napruzhenist-ta-protestna-aktivnist-poglyad-sotsiologiv>).

Democratic reforms that take place in Ukraine require both expert and public assessment, based on the use of sociological tools (indexes of democratic development and democratic reform, progress index of reforms, political force ratings, media ratings, etc.) (<http://imorevox.org/%D1%80%D0%B5%D0%BB%D1%96%D0%B7%D0%B8-pdf/>; <https://promo.semantrum.net/en/prozoro-ua/>).

In the context of the military conflict in Ukraine, the participation of sociologists in the information, methodological and analytical support of social mediators, activists working in regions with high conflict is especially relevant, which ought to ensure the increased tolerance, solidarity in communities, regulate social problems and resolve conflicts outside the court system (http://search.ligazakon.ua/l_doc2.nsf/link1/GH81L00A.html).

These tendencies are regularly analyzed in line with the educational 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 the sociological education development, according to the data of the human resources department and the local self-government bodies of the planning and staff development department of the Mariupol City Council, in 2018 about 70 vacancies for social workers and sociologists were available in the city.

Mariupol cooperates with a number of international organizations active in the fields of democracy, infrastructure, security, social services, humanitarian aid, etc. Representatives of international humanitarian funds and organizations providing prompt response to the needs of the urban population are represented in the city: United States Agency for International Development (USAID); Danish Refugee Council; United Nations Children's Fund (UNICEF); The International Humanitarian Organization "People in Need"; The Office of the United Nations High Commissioner for Refugees (UNHCR) who are in dire need of specialists with sociological education, sociological skills, and competency to implement their projects.

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 introduction of the Master's Program in Conflict management and Mediation in Ukraine was initiated in 2017 by the Ministry of Education and Science of Ukraine, in order to train specialists in Ukrainian universities who could formulate comprehensive strategies and tactics for conflict resolution.

The pilot program was implemented in 2017-2019 at Igor Sikorsky Kyiv Polytechnic Institute based on the Master's Program in Sociology, with the support of the British Council in Ukraine and the Embassy of Switzerland.

In 2018, scaling of the project started at 4 displaced universities: Donetsk State University of Management, Donetsk National University named after Vasyl Stus, Donetsk Law Institute of the Ministry of Internal Affairs of Ukraine, Luhansk State University of Internal Affairs named after E. Didorenko.

Discussion of goals, the content of programs, competences of graduates, learning outcomes were carried out by the project partners at joint seminars (<https://dsum.edu.ua/2019/02/20/v-donduu-vidkryvayetsya-nova-magisterska-programa-vregulyuvannya-konfliktiv-ta-mediatsiya/>; <https://dsum.edu.ua/2018/10/31/uchast-u-seminari-vregulyuvannya-konf/>).

In particular, the experience of National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" on the combination of several trajectories of study: sociological, conflict, legal was considered. Therefore, not a legal but a humanitarian approach to the presentation of mediation was chosen, while maintaining the legal courses of International Humanitarian Law and Restorative Justice, which are important for humanitarian organizations and professionals dealing with military conflict. The expediency of studying the forced displacement, which accompanies military conflicts and

transforms the social structure, not only in the local but also in the international context, is taken into account. Conflict focus of this educational program, unlike Igor Sikorsky Kyiv Polytechnic Institute approach, is focused not on the political, but on the social sphere.

The content of the program, including a practically oriented approach to its implementation was also discussed with the academic community at St. Andrews University during a study visit to the UK by heads of the program in February 2019 (<https://dsum.edu.ua/2019/03/12/navchalnyj-vizyt-do-universytetu-sent-endryus/>).

According to the results of the visit, the list of teaching methods under the program was expanded, including simulations and communication trainings, as well as the need for a closer link in the curriculum of educational and research components, in particular in the field of cultural anthropology and visual sociology.

While developing competences, courses, the program outputs requirements for the master's students training, methods and forms of study, the program took into account the results of DSUM international partnership, in particular for conducting cross-cultural studies (Project for teaching the course "Visegrad Four countries and Ukraine in the context of international comparative sociological studies research" under the program Visegrad University Studies Grant (VUSG) from the International Visegrad Fund, 2011-2014), the formation of leadership competencies of specialists in the administrative sphere (Project on creation of DSUM Leadership Center (ELITE 544343-TEMPUS-1-2013-1-LT-TEMPUS-SMHES, 2014-2017; Program of the British Leadership Capacity Development Council of Universities of Ukraine, project: "Ecologisation of DSUM Strategy", 2018-2019), Higher Education Quality Assurance (Project "Implementation of the Education Quality Assurance System through University-Business-Government Cooperation in Higher Education" (EDUQAS586109-EPP-1-2017-1-RO-EPPKA2-CBHE-SP, 2017-2020 years).

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)

There is no higher education standard in the specialty 054 "Sociology" of the second (master's) level of higher education.

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 кваліфікацій) for the specific qualification level?

*Graduates of the educational program "Conflict management and Mediation" have to be able to solve the **theoretical** (identify social problems, their possible structural and cultural factors; identify contradictions and/or gaps in existing knowledge; explain the epistemological challenges and heuristic significance of the main sociological approaches in historical and contemporary perspectives, understand the advantages and limitations of the principle of "freedom from evaluation" in sociology compared to engaged and public sociology, to explain and apply the criteria of scientific research goal and objective) and **practical** tasks (apply sociological concepts, concepts and theories to explain practical situations; formulate research questions and specify the purpose of the research; develop the design and tools of sociological research; form a representative sample set in the studies of the basic level of complexity and calculate its volume (in master's programs) to form a non-representative sample population according to the purpose of the research and experiment comparing the advantages and limitations of different methods of collecting sociological information; explain the basics of organizing the survey network, including monitoring of its work; perform analysis and synthesis, present and interpret the numerical*

and non-numerical sociological information; generalize and compare the results of different studies; substantiate methodologies research) in the field of sociological research.

They have to be capable of identifying types of conflict, analyzing conflict and identifying options and ways of intervention, conflict “mediability”, conducting mediation sessions, facilitating dialogues.

At the same time, it is important to be able to present yourself and your research, to work in a team, to adhere to the rules of ethics in professional activity, to communicate freely in a foreign language on professional issues.

2. Structure and Contents of the Educational Programme

What is the workload of the educational programme (measured in ECTS credits)?	120 ECTS credits
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)? .	<i>There is no standard of higher education in specialty 054 "Sociology" of the second (master's) level of higher education</i>
What workload (measured in ECTS credits) is devoted to elective disciplines?	40 ECTS credits
<p>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)</p> <p><i>The content of the educational program corresponds to the subject area of speciality 054 "Sociology".</i></p> <p><i>The object of the study: social interaction at the mega-, macro-, meso- and micro-social level, in particular, social differentiation and integration, institutionalization, reproduction and transformation of social structure and culture, construction of social reality, social influence on personality formation, social issues and conflicts.</i></p> <p><i>Learning Objectives: formation of graduates as socially active and professional personalities, capable of conducting scientific and applied research, resolving conflicts in society, having skills of analytical work with social information, organizing and conducting dialogues, mediation sessions.</i></p> <p><i>The theoretical content of the subject area: comprehensive knowledge of the individual, social groups, society and humanity in their relationship and changes.</i></p>	
<p>How are students provided with opportunities to establish their own individual educational trajectories?</p> <p><i>Students have the opportunity to form an individual educational trajectory at the educational program, both through the choice of academic disciplines, the subject of qualification work and the relevant direction of research; to choose the place of in-service internship, and the possibilities of external mobility and non-formal education.</i></p> <p><i>Students receive guidelines 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, etc. at the beginning of the educational process, at organizational meetings with the Dean of the faculty, head of the educational program, representatives of the international relations office.</i></p> <p><i>The individual educational trajectory is depicted in the individual student curriculum</i></p>	

(ISC), which is drawn up for each academic year. This document contains information about the list and sequence of disciplines (including elective ones) and the passing of internships, the amount of academic load for all types of educational activities, types and terms of final semester assessment and final certification ("Regulations on the individual curriculum of the student" (ICS) <https://dsum.edu.ua/wp-content/uploads/2018/12/Proposition-pro-individual-syllabus-student-u-DonSU.pdf>).

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

The choice of courses for students, in addition to the provisions on Regulations on ICS, is stipulated by the "Regulations on Selective Disciplines at Donetsk State University of Management" (<https://dsum.edu.ua/wp-content/uploads/2018/12/Policy-Delective-Disciplines.pdf>). The volume of elective disciplines has to comprise not less than 25% of the total ECTS credits allocated to the educational program.

For the study of elective disciplines for the next semester, the deans of the faculties introduce the students to the General Catalog of Elective Disciplines of the University, which is available on DSUM website and approved by Academic Council (<https://dsum.edu.ua/wp-content/uploads/2020/01/1KATALOG-ELEKTYVNYH19.pdf>).

Students choose from a range of 2 courses per semester, beginning with the second semester. The volume of each discipline is not less than 3 ECTS credits. Groups of not less than 10 people are formed to study elective disciplines. If a group is not completed, students are encouraged to re-select from the disciplines where there are enough students. The process of submitting appropriate applications to the dean's office is coordinated by the curators and group managers. In order to improve the procedure of individual educational trajectories formation by University students, a new "Regulations on the formation of individual educational trajectories of students at Donetsk State University of Management" was adopted at the beginning of 2020, which envisages simplification of the procedure of forming student groups for studying elective disciplines through the introduction of Google forms since the 2020-2021 academic year (the volume of disciplines - not less than 5 credits), establishes new terms for exercising the choice of disciplines by students - from the second year for undergraduate students (acceptance of applications by October 31 for full-time students and by November 15 - for part-time students) and from the second semester for master's degree students (acceptance of applications by September 30 for full-time students, and before November 15 - for part-time students). Students have the right to choose not only the disciplines 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

The educational program provides 2 types of internships - research (9 ECTS credits) and qualification (10.5 ECTS credits). During the research internship, students gain experience in planning, organizing and conducting sociological research in various spheres of public life, using both quantitative and qualitative sociological methods, methods of conflict analysis; prepare proposals for improving social interactions, transforming conflicts, and making effective management decisions. As a result of the internship, the student submits to the employer and publicly presents a report on the empirical sociological research, designed in accordance with the requirements for this type of scientific work; familiarize the scientific community and the public with the results obtained through publications in scientific proceedings (journals) or the media.

During the qualification internship, students collect and analyze empirical materials to

verify the theoretical background of their qualification work. At the same time, they understand the basic structural, epistemological and instrumental characteristics of sociological knowledge, means of deriving sociological knowledge, the conceptualization of sociological knowledge, types and structure of sociological theories, classification and typology of sociological theories, basic principles of social processes and social development, specifics of social diagnostics and concepts, purpose and practical application of social diagnosis, basics of social expertise, modelling methods, methods of prognosis in sociological research. As a result, a purposeful socio-managerial influence on a particular social object or social interaction has to be identified and described by means of sociological methods, which will lead to optimization in the conditions of increased risks or increased conflict. The report is submitted in the form of an abstract of qualification work. The organization and conduct of internships are substantiated by the relevant "Regulations on Student Internship of Donetsk State University of Management" document <https://dsum.edu.ua/wp-content/uploads/2019/11/Polozhennya-pro-praktyku.pdf>

Demonstrate how the educational programme allows students to acquire soft skills during the study period in compliance with the objectives and outcomes of their study

Studying the courses "Mediation and Dialogues", "Communicative Workshop", "Organization Training and Negotiation", "Crisis Management", "Project Management of Public Organizations", as well as group, project, training technologies, gaming methods, educational program allows students to develop critical thinking, leadership skills, emotional intelligence, communication skills (including active listening, unbiased judgments, non-verbal communication, self-presentation, etc.), the ability to work in a team, time management skills, etc. Given the specifics of work in the conflict area, great attention is paid to the ethical component of human relationships (awareness of equal opportunities in society, in particular, its gender, racial, age aspects); awareness of the cultural diversity of societies, the challenges of interaction between the social context, the challenges of communication and media literacy. To consolidate soft skills, students are encouraged to volunteer at DSUM Contact Information Center for ATO soldiers, their families, and other socially vulnerable groups affected by the conflict. Students are also motivated to lead a healthy lifestyle and prevent professional procrastination.

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

There is no professional standard. The benchmarks are those supported by leading professional associations in Ukraine in the fields of sociology and mediation.

The teaching departments and the most diligent senior students are members of Donetsk Regional Branch of the Sociological Association of Ukraine - a leading all-Ukrainian NGO that brings together national and foreign scientists, teams and organizations in the field of sociology, with the aim of promoting the methodological and methodical support of sociologists in Ukraine, improving their professional level and skills.

In 2019, DSUM joined the "Fundamentals of Basic Mediator Skills" training developed during the implementation of the National Association of Mediators of Ukraine by the project "Ensuring the Quality of Mediation Services through Standardization of Requirements for Basic Mediator Training", implemented with the support of the United States Agency for International Development (USAID) under the New Justice Program.

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)?

At the University there are general requirements for the distribution of a load of

individual educational components of the educational program (in ECTS credits) 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>). Thus, the number of hours of one-hour ECTS credit for full-time study is: from 33% to 60% (10 to 16 hours for one ECTS credit); for studying foreign languages at master's level - 50% (15 hours for one ECTS credit). The specific number of classroom hours per semester is determined by the syllabus. When providing curricula, the educational program assurance team evaluates the adequacy of the training load according to the number of credits and types of tasks, which is then verified by the instructor of DSUM educational department. As it is a master's degree program, most of the educational load of students is independent work (almost 2/3 of the course).

During the annual survey of students about the satisfaction with the educational process and the quality of teaching of disciplines, the facts of the probable overload of students in the performance of independent work might occur. Upon revealed facts, the head of the program submits to the training department proposals for load redistribution. The survey of students of this educational program has not been conducted yet. Preliminary results show that 86% of students think the amount of workload for the individual student study is sufficient and they do not spend more time on their fulfillment than scheduled. Difficulties arise only with the students who do not regularly attend classes that can increase the amount of independent work. The survey of students of this educational program showed that 60% of students consider the amount of work for the independent students' study sufficient and do not spend more than the scheduled time on it, and if they do, it is their individual willingness for a deeper understanding of topics that they are interested in. In 40% there are certain difficulties with mastering the educational material for various reasons: due to the irregularity of attending class and increasing the amount of independent work for themselves; because of a lack of thorough theoretical and practical training in the field of sociology and systematization of knowledge, because these are students who have completed a bachelor's degree in another speciality.

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 regulation 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 at University.

The educational program does not prepare higher education applicants for dual education.

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

Provide a link to the web-page containing information about admission rules and requirements for applicants of the educational programme

<https://dsum.edu.ua/upload/vstup/pravila-2020.pdf>

Explain how the admission rules and requirements for applicants take into account the peculiarities of the educational program?

This educational program is designed for students who are enrolled on the basis of the so-called «cross-enrolment» and aimed to get a second higher education degree. It does not

contain 90 ECTS credits or 120 ECTS credits, due to the inclusion of the so-called "Compensatory" semester, because of which an enhanced sociological training of students who do not have a basic sociological education is implemented, namely, on the organization and conduct of sociological research using various methods, ensuring their quality, preparation of summary research documents. The conditions for admission to the program are the presence of previous educational programs "Specialist" or "Master", passing an interview on a sociological speciality, passing an external-independent assessment in a foreign language or entrance examination in a foreign language at DSUM, passing the entrance examination in Sociology. Conducting the interview allows finding out the students' motivation to master the program, their previous professional experience, involvement in the fields of sociological research, to form recommendations for the development of individual student learning strategies. In addition to admission eligibility, there are no restrictions or benefits for applicants (<https://dsum.edu.ua/pravyla-pryjomu/>).

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?

Recognition of learning outcomes achieved in other HEIs is envisaged by "Regulations on the Procedure for the Exercise of the Right to Academic Mobility at Donetsk State University of Management" <http://dsum.edu.ua/wp-content/uploads/2015/11/Положення-про-порядок-реалізації-права-на-академічну-мобільність.pdf> published on the official website of DSUM. The results are recognized on the basis of the European Credit Transfer and Accumulation Scheme, under the agreements on academic mobility with the partner institutions. The procedure involves a comparison of the academic load and the learning outcomes obtained from the HEI-partners with the educational program requirements. 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 program guarantor if necessary. The results are recorded in the individual higher education curriculum.

Referring to specific examples, describe the practice of implementing the above rules in the appropriate program (if applicable)

Students of this educational program 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 as, in this case, it is an example of blended learning technology. Students are encouraged to take distance learning courses on the platforms of Open University of Maidan, Prometheus. The range of courses is formed by the professor, taking into account the proposals of students, and is added to the program of the respective academic discipline, which is approved at the department meeting. Students are informed about the choice of courses at the first meeting and can always access it by reviewing the course's educational program at the group email. After completing the online course, the student receives a certificate and presents it to the professor. The points earned on passing the online course are added to the total points for

the discipline. Experience has shown that in addition to online courses, it has to be possible to recognize the results of students' participation in trainings, language courses, etc. A special document regulating 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 educational program (if any)?

The following online courses have been offered to students in terms of "Mediation and Dialogues" course: "How to Plan and Conduct a Dialogue Effectively" https://courses.prometheus.org.ua/courses/OSCE/DIAL101/2017_TI/about and "Intermission to Mediation" <https://vumonline.ua/course/mediation/>, "Dialogue and Mediation: A Way to Understanding" https://courses.prometheus.org.ua/courses/course-v1:Prometheus+MEDIATE101+2020_TI/about. In case of their successful completion, 1-2 credits may be added (depending on the number of online courses) within the discipline. The results of the course completion have to be demonstrated by the students before the beginning of the academic assessment of their knowledge.

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 educational program are lectures, seminars, practical classes, individual classes, consultations, extra-curricular classes, and trainings. The program applies both the traditional system of teaching methods and techniques and innovative technologies: student-oriented learning; research work; group project training; workshops, gamification approach, interactive techniques. The correspondence of the forms and methods of teaching to the program results separately for each educational component is explained in the educational plans of the disciplines. The form of the educational plans of the discipline, developed by the educational and methodical department of DSUM, provides correlation of the results of the study on the discipline with the program results of the study ("Regulations on the procedure of drafting and approval of work 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 drafting of educational 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?

Forms and methods of teaching are chosen by professors in accordance with the content of educational components, taking into account the interests, needs, capabilities of the student. Learning methods are constantly being diversified by working in teams or on

team projects, simulations, and business games. Each discipline provides variability of tasks for independent work.

Student-centeredness is also evident in creating comfortable conditions for student learning. The department tries to show more organizational flexibility in working with students. Professors coordinate the deadlines for completing the tasks with the students, taking into account the schedule of the educational process and the students' extracurricular engagement. The department promotes personal development and formation of students' life and professional competences in extracurricular activities, through their involvement in non-formal education, volunteer activities, and integrative educational activities.

A recent survey of DSUM students has shown that overall satisfaction with the content and teaching methodology is high. Thus, on the 5-point scale, 79.1% of students assessed orientation of educational content to the formation of general competencies as "very good" and "good"; the formation of professional competences - 66.4%, and its socio-political relevance - 64.6 %, communication with scientific research - 60,9%, practical orientation - 54,5%. The students also highly appreciate 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

The methods of teaching and training within the educational program completely 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. The content of the disciplines is methodologically diverse, not focused on one particular theory or concept, but enables students to acquire the pluralistic nature of socio-humanitarian knowledge. Discussions are encouraged in the study of disciplines that shape general competencies (in particular, critical thinking). Students are not restricted in their choice of research topics, even if they are socially, politically or ethically controversial. Differences in the views of professors and students on various issues are not a barrier to conduct research. However, when carrying out the research, they have to 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 educational program, as well as information about the goals, content and expected learning outcomes, procedure and evaluation criteria, is communicated to the students at the organizational meeting before the start of the studying process. For individual educational components, information is provided at the first meeting in terms of each discipline or organizational internship session. The information is provided either verbally, in print, and with a link to the University's website or a group email.

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

In teaching the vast majority of disciplines of the professional direction the research-based forms and teaching methods are used. Students are encouraged to decide on a topic for future qualification work, choose a research supervisor, to focus their academic studies in a particular direction and thus increase their effectiveness. Through the implementation

of microprojects, students test quantitative and qualitative sociological methods, methods of conflict analysis, methods of cultural anthropology, perform secondary analysis of data from international comparative studies, nationwide and regional sociological studies. According to the results of the conducted researches, they prepare speeches at conferences, round tables (in particular the annual All-Ukrainian scientific-practical conference "Ukrainian society in the conditions of war: challenges of the present time and peace prospects") thematic meetings of the student scientific society ("Book club", "Analytical Thursday" etc). Students promote scientific research among high school students in Mariupol by participating as coaches at the School of Sociology (<https://dsum.edu.ua/2019/03/29/sotsiologichna-praktyka-dlya-starshoklasnykiv-u-donduu/>). Master's degree sociologists are actively involved in the implementation of sociological research of the sociological research laboratory of the department as field foremen, interviewers, observers, and analysts. Students annually submit their scientific researches to student research competitions. a master's degree graduate in sociology Valery Tikhonov became a finalist of the Special Student Scholarship Program from Shevchenko Scientific Society in the USA and received funding for conducting sociological research in Mariupol on the topic bullying at school and domestic violence. The main results of students' educational outcomes are embodied in qualification work.

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

The members of the security team, led by the head of the program, systematically analyze publications, new sociological studies that highlight issues, thematically relevant to the educational program. The information is published on the webpage of the department and sociological research laboratory on Facebook; discussed at the meetings of the methodological committee. The sources for the relevant scientific information for the educational program are the professional communication of teachers within the professional associations of sociologists (PAS) and mediators (NAMU). Thus, a substantive update of individual topics within the discipline "Current Trends in the Development of Methods of Sociological Research" was facilitated by a seminar conducted at DSUM by representatives of Ilko Kucheriv Democratic Initiatives Foundation - "On the eve of the election: how to understand and interpret the data correctly" <http://dsum.edu.ua/2019/06/24/predstavnyky-fondu-demokratychni-initsiatyvy-imeni-ilka-kucheriva-v-gostyah-u-donduu/>). New emphasis was placed on teaching the course "Mediation and Dialogues", with the support of the NAMU Seminar "Gender Aspect in Mediation and Peacebuilding in Higher Education Curricula" <https://www.facebook.com/NAMUkraine/photos/pcb.14037337530839?type=3&theater>.

The opportunity to include new tendencies within the discipline "Peace and Conflict Studies" was possible because of the participation of professors of the department in the II Kharkiv International Security Forum, as well as because of the application of the results of the study of the Center for Mediation Studies and Dialogue NAMU - "Mapping civil society and society peace in Ukraine" and others.

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 international cooperation, DSUM has gained considerable experience in international collaboration within 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

internationalized and non-formal education, developed leadership potential, formed their own team of “agents of change” who are involved in improving the quality of education.

As a result of the project’s implementation, the following centres were established: DSUM Third Age University; DSUM Leadership Center; Training centre, DSUM Center for International Cooperation.

The internationalization of DSUM activities allows the professors of the department to improve their professional skills, establish new professional contacts, participate in joint scientific research with scientists from European countries, and involve guest lecturers in the teaching process.

Organizational and methodological support for the introducing the “Conflict management and Mediation” educational program was provided by the British Embassy in Ukraine, which in particular facilitated the study visit of the head of the educational program – Nataliia Nykyforenko - to the University of St. Andrews (UK) in order to study the experience of implementing similar programs. During the visit, in February 2019, joint scientific projects were initiated with Ph.D. Sean Lochn, University of Cambridge and Dr. Roderick Brad - Senior Lecturer at St. Andrews University, related to the study of forced displacement in conditions of military conflict; pilot grant programs were initiated. The course "Sociology of Migration and Forced Resettlement" was developed directly with the participation of Sean Lochn.

While developing the “Mediation and Dialogues” course, Frank Laney, a mediator at the North Carolina Supreme Court, a member of the Family Mediators Academy, and a professor of Campbell University and Law School of North Carolina State University (USA) provided advisory support.

The results of international internships are implemented in the educational process (SUSEES Summer School "European Education Studies", Federico II University, Naples, Italy, July 2019; Project on the Humanities Dimensions of Internationalization of Higher Education, University of Salerno, Italy, September-November 2019) and the scientific activities of the member of the support group headed by Irina Sikorskaya (module "Intercultural Communication" within the framework of the "Communicative Workshop", which is taught in English).

The application of new teaching methods was facilitated by an international scientific and practical internship "Innovative Approaches in Education, Public Management, Economics and Management: Strategies for Sustainable Territorial Development" at Higher School of Economics and Humanities (Bielsku-Bialej, WSEH, Poland) by Associate professor Valentyna Nykolayeva.

Participation of the department in the project "Implementation of Education Quality Assurance system via the cooperation of University-Business-Government in HEIs" (EDUQAS586109-EPP-1-2017-1-RO-EPPKA2-CBHE-SP, 2017-2020), within the cooperation with HEI from Romania, Bulgaria, Latvia, Belgium, Sweden, and France enables the implementation of the best European practices on quality assurance of education in terms of the education program.

The internationalization of the education program facilitates the opportunity for students to participate in academic mobility programs at University of Salerno (Italy) and University of Genoa (Italy). In 2017-2018, three master’s degree students of sociology major took part in the program.

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 result of the final semester assessment consists of 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 choice of the form of assessment measures is defined at the stage of curriculum preparation: 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 for 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)?

There is no higher education standard in the specialty 054 "Sociology".

The certification is carried out in the form of the certification examination and public defense of qualification work. Independently authored student's research of up to 120 printed text pages is allowed for defense; it has to be submitted in accordance with established requirements, containing theoretical and empirical parts (the latter has to be based on the results of sociological research). The qualification work is defended in public, address to the members of the Certification Commission. The procedure includes the announcement of the review, the review by the scientific advisor and the decision to admit the work to the defense; student's presentation; questions to the student from the members of the Attestation Committee; student's answers; discussion at the meeting of the Attestation

Commission of the results of research defense; the decision of the Attestation Committee on performance appraisal and appropriate qualification.

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 tests and selectively anonymously making by a second examiner, in case of disputes.

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 certain type of student's 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/credit is allowed no more than two times. For the first time it is assessed by a scientific and pedagogical staff (usually a lecturer), and the second - by 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/Procedure-academic-quality-in-DONSU.pdf>)

What technical measures are used in the educational program 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 "Methods and organization of scientific research";*
- *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 program?

Academic Integrity as a Positive Practice is Popularized at the University through Permanent Outreach and Information Sessions.

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; dismissed or get reprimanded. Higher education providers 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 educators 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?

Recruitment of scientific-pedagogical staff of DSUM is carried out on the basis of competitive selection (http://dsum.edu.ua/upload/doc/polojennya/poradok_konkursnogo_vidboru.pdf). 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 lectures at a high scientific and methodological level, the experience of scientific and international project activity knowledge of a foreign language, etc. The subsequent participation in the competitive selection for an academic teaching position the results of student surveys and the personal results of the professor in the main areas of

activity - educational, methodical, scientific are taken into account. Professors' pedagogical skills are assessed at demonstration classes and networking.

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, Darya Rudenko, a master's degree student of Sociology, was invited to a 3-month internship to Local Democracy Agency in Mariupol that is a member of the European Association of Local Democracy Agencies (ALDA) after completing a Youth4Democracy program: <http://www.facebook.com/watch/?v=444938652929407>

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 sociologists, practitioners, conflictologists, and public figures in teaching individual modules and topics of the educational program, conducting trainings, workshops. In particular, Igor Dubrovsky - the Head of the School of Social Intermediaries of Ukrainian Peacebuilding School, Tatyana Lomakyna - Head of NGO "Mariupol Youth Union", Ulyana Tokareva - Head of Regional Center for Training and Development of NGO "Mariupol Development Fund", Tatyana Yereskova - International Consultant Coach; Olena Bykla - trainer-consultant of CCC Creative Center, individual consultant of UNDP 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 lecturers is possible because of mutual methodological assistance at the department, participation in university training seminars, study visits to the Law Offices of Romania, Poland, Bulgaria, the United Kingdom and internships in Italy within the framework of international projects. Professors regularly participate in advanced trainings in various forms: webinars, online courses, workshops (e.g., "Mediator's communication and negotiation skills are the key to a successful process"), by Frank Lane - mediator of the North Carolina Supreme Court, a member of the Family Media Academy named after Campbell and University of North Carolina (US) Law School; participate in sociological research in terms of international projects (e.g. International Center for Defense and Security (ICDS) "Resilient Ukraine Project" (2017-2018).

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

The university incentive system is managed by the Collective Bargaining Agreement <https://dsum.edu.ua/wp-content/uploads/2019/12/kollektyvnyj-dogovir-na-2017-2021-roky.pdf>, with annexes - in particular, the "incentives Regulation". In addition to material incentives, the professional ones 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>). Competitive conditions are created for professors who develop methodical publications, on the basis of "Regulations on holding the competition "Best educational edition" at Donetsk State University of Management" (<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 relocation 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 rooms, 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. During the educational process the free software - trial versions or licensed software - is used. The requirements of students in the hostel accommodation are satisfied. The development of the University's sports, social and leisure infrastructure will be arranged 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 expert meetings. 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 fulfilling the demands and interests of higher education program students by creating comfortable material and technical conditions for study (equipped classrooms, laboratories, training centres, library, etc.), as well as establishing effective social relationships, favourable 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 requirements and interests. According to the latest survey, the level of student satisfaction with the University's logistical base is generally high. Thus, on a 5-point scale, 72.8% of respondents rated the lecture hall facilities as "very good" and "good". Somewhat lower is the satisfaction with the use of computer equipment/multimedia during training sessions and DSUM library access while preparing for lectures etc. They were rated as "very good" and "good" by 58.2% and 43.6% of the respondents, respectively.

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 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, trustful relationships have been established. Currently, there is a lack of psychological service in displaced universities. Specialized psychological help is available to students at the Centers for Social Services in Mariupol and the Caritas Foundation Social Support Center, with which the department closely cooperates. One of the activities of the Contact Information Center at the Department of Sociology of Management is art-therapeutic classes that prevent emotional burnout. Students are involved as volunteers for such classes. According to the survey, 77.2% of respondents rated it as "very good" and "good", while the comfort of learning conditions was rated as 76.4%.

The psychological environment at University is also quite high. Thus, student to student and student to professor relationships were rated as "very good" and "good" - 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; organizational - educational, educational-methodical, international relations office, dean's office; information – University website, Information-analytical centre; social - HR department, labour protection department, dean's office, student self-government; advisory - Law Clinic, Contact Center (<https://dsum.edu.ua/organizatsijna-struktura>). The level of social protection of students from socially vulnerable groups is generally sufficient and appropriate to the conditions of functioning of the displaced HEI. Students receive statutory social grants, social benefits and benefits according to their vulnerability status. Due to the necessity to rent the dormitory, there are problems in providing vulnerable categories of students with the right to free residence. Through meetings with employers, collaboration with the City Center for Employment, students receive counselling support for job opportunities. Students initiate and independently carry out social projects. According to the latest survey, the level of satisfaction of DSUM students with social support reaches 34.1% (respondents who have never encountered violations of their rights to social protection and social security at the University). However, half of the respondents (51%) indicated that such situations had taken place.

According to the survey, regarding the organizational mechanism, the timetable of the educational process satisfies 77.3% of respondents (grades "very good" and "good"), the schedule of training sessions - 70.9%. The organization of internships at the University needs to be improved. Only half (50.9%) of the respondents gave high marks to this position.

The level of information support at the University was highly appreciated by the students. Thus, 82.7% of the respondents emphasize the accuracy of the information received, 73.7% - the ease of access to it, 72.8% - the clarity, 70% - the completeness. At the same time, the indicator of the efficiency of providing the information slightly falls behind. Only 60.9% of the respondents are satisfied with it.

Students lack the diversity of leisure and sports activities due to the insufficiency of adequate infrastructure, but recently the number of student self-government initiatives has increased and leisure activities have diversified.

Thus, according to the survey, 70% of respondents are generally satisfied with the opportunities to participate in the activities of student self-government at the University ("very good" and "good"), 61.8% are able to participate in leisure activities, 57.9% are in sports. 78.2% appreciate the opportunities for students' academic mobility created at DSUM. At the same time, only 43.6% of the respondents were satisfied with the employment assistance by the University.

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 rented buildings is equipped with elevators, but there are problems with their exploitation, therefore, DSUM plans to have a reconstruction in 2020-2022 of one of the University buildings with all the requirements of "universal design". 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 of 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 arisen amid 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 stipulated by the "Academic Integrity Regulations" (<http://dsum.edu.ua/wp-content/uploads/2015/11/Regulations-about-academic-virtue-in-DonSU.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 staff 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 the university staff perform their duties. In addition, there is a "trust box" at the University. DSUM plans to develop the professional skills of students in terms of the Student Mediation Center in which the peer-to-peer conflicts will be resolved.

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/Pro-provisions-system-provide-quality-Higher-Education.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 speciality 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 program was launched on September 1, 2019, and is scheduled for review in March 2020.

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

Providers of higher education 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 the logic of their teaching or methods, at working meetings with representatives of the supporting unit. After completing the academic assessment students enrolled in the program provided comments and expectations to the head of the educational program and to the professors of the disciplines via the interviews and ac evaluated the teaching logic provided by the educational program. Thus, proposals were made to replace the principle of parallel teaching of two trajectories of the educational program: sociological and conflicting, the principle of consistency. They also expressed the desire to take such disciplines as "Civil Protection" and "Occupational Health in the field" as selective disciplines, increasing the time to master the discipline "Methods and organization of research" for two semesters. At the moment, several variants of student surveys are being tested at the University: for professors - through semi-structured discussions on the results of the study of the discipline, and for students (on the "peer-to-peer" principle) in the format of focus groups, according to guidelines agreed with the head of the educational program, in form of a university-wide online questionnaire. Triangulation (the combination of several survey methods) allows obtaining reliable information about the quality of training at DSUM, overcoming 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), which lacked objectivity, even despite the anonymity and conducting the interview by a specially trained interviewer which requires a revision of the survey methodology.

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 program and other procedures for its quality assurance

DSUM annually conducts expert surveys among employers at round tables on the vision of the University specialities development prospects, inquiry on certain competences of graduates. The last discussion of the competencies of sociologists and mediators 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, on June 19, 2019. Online stakeholder surveys have been initiated in terms of this educational program.

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 by the head of the program and the person in charge of communication with the graduates - specialist of the sociological research laboratory Tatyana Peftibay. Contacts with alumni are maintained via telephone, social networking (including via the department's Facebook page and Instagram page), meetings at the University on Sociologist's Day and "Open Information Weekend" Days. There was a monitoring of the employment trends of the graduates of the department that showed the prospect of placement of sociologists in the "third sector" and led the orientation of the program to cooperate with NGOs, and also showed the need to increase the level of master's degree students in the English language in order to increase their participation in international activities.

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:

- a different logic has to be established for the scheduling of training sessions, in favour of combining several lectures into blocks, to provide more flexible training and internship opportunities;

- professors need to strengthen control over the deadlines of group assignments performed by students.

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 on introduction educational staff to new trends in quality assurance in higher education. For instance, 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/>, professors of the Department of Sociology of Management, as specialists, take an active part in the development and examination of survey tools for students, employers, graduates; study the experience of education quality assurance in European HEIs during international internships; are engaged in the activities of experts of the National Agency for Quality Assurance in Education.

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/Regulations-about-educational-process-1.pdf>), “on the Rectorate” (<http://dsum.edu.ua/wp-content/uploads/2015/11/Polozhenia-pro-rectorate.pdf>); “on faculties” (http://dsum.edu.ua/upload/doc/polojennya/poloj_management.pdf); http://dsum.edu.ua/upload/doc/polojennya/poloj_prav.pdf; http://dsum.edu.ua/upload/doc/polojennya/poloj_economika.pdf), “on the department” (<http://dsum.edu.ua/wp-content/uploads/2015/11/Polozheni-pro-kafedra.pdf>), on “the academic office” (<http://dsum.edu.ua/wp-content/uploads/2015/11/Products-pro-training-department-1.pdf>); “on the methodological department” (<https://dsum.edu.ua/wp-content/uploads/2019/12/polozhennya.pdf>); “on 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>) and is responsible 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 and learning outcomes; debriefs alumni feedback, receives alumni recommendations on how to improve the educational program; establishes interaction with employers and obtains recommendations from them on updating the content of the educational program, teaching methods, organizing practical internships; 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 envisaged 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 uploading to 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/dokumenty/#1540021688857-3c6950e8-bbf1>

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 on the Internet

[https://www.facebook.com/%D0%9A%D0%B0%D1%84%D0%B5%D0%B4%D1%80%D0%B0-%D1%81%D0%BE%D1%86%D1%96%D0%BE%D0%BB%D0%BE%D0%B3%D1%96%D1%97-%D1%83%D0%BF%D1%80%D0%B0%D0%B2%D0%BB%D1%96%D0%BD%D0%BD%D1%8F-](https://www.facebook.com/%D0%9A%D0%B0%D1%84%D0%B5%D0%B4%D1%80%D0%B0-%D1%81%D0%BE%D1%86%D1%96%D0%BE%D0%BB%D0%BE%D0%B3%D1%96%D1%97-%D1%83%D0%BF%D1%80%D0%B0%D0%B2%D0%BB%D1%96%D0%BD%D0%BD%D1%8F-1792002567786130/publishing_tools/?section=PUBLISHED_POSTS&sort[0]=published_time_descending)

[1792002567786130/publishing_tools/?section=PUBLISHED_POSTS&sort\[0\]=published_t](https://www.facebook.com/%D0%9A%D0%B0%D1%84%D0%B5%D0%B4%D1%80%D0%B0-%D1%81%D0%BE%D1%86%D1%96%D0%BE%D0%BB%D0%BE%D0%B3%D1%96%D1%97-%D1%83%D0%BF%D1%80%D0%B0%D0%B2%D0%BB%D1%96%D0%BD%D0%BD%D1%8F-1792002567786130/publishing_tools/?section=PUBLISHED_POSTS&sort[0]=published_time_descending)

[ime_descending](https://www.facebook.com/%D0%9A%D0%B0%D1%84%D0%B5%D0%B4%D1%80%D0%B0-%D1%81%D0%BE%D1%86%D1%96%D0%BE%D0%BB%D0%BE%D0%B3%D1%96%D1%97-%D1%83%D0%BF%D1%80%D0%B0%D0%B2%D0%BB%D1%96%D0%BD%D0%BD%D1%8F-1792002567786130/publishing_tools/?section=PUBLISHED_POSTS&sort[0]=published_t)

[ime_descending](https://www.facebook.com/%D0%9A%D0%B0%D1%84%D0%B5%D0%B4%D1%80%D0%B0-%D1%81%D0%BE%D1%86%D1%96%D0%BE%D0%BB%D0%BE%D0%B3%D1%96%D1%97-%D1%83%D0%BF%D1%80%D0%B0%D0%B2%D0%BB%D1%96%D0%BD%D0%BD%D1%8F-1792002567786130/publishing_tools/?section=PUBLISHED_POSTS&sort[0]=published_t)

10. Prospects for Further Development of the Educational Programme

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

The strengths of the educational program "Conflict management and Mediation" are the following:

- *its relevance and uniqueness for Mariupol and Donetsk oblast;*
- *a combination of two trajectories of study - sociological and conflict-oriented;*
- *involvement of international partners, representatives of professional associations, leading NGOs of Mariupol and other stakeholders to the program development;*
- *participation of DSUM and the Department in international projects aimed at improving the quality of higher education;*
- *the opportunity to study individual courses in English;*
- *attracting guest lecturers;*
- *student involvement in research activities in the sociological research laboratory;*
- *involvement of practitioners in the educational process;*

The weaknesses of the program are the following:

- *the complexity of involving highly qualified staff, guest lecturers, practitioners in the program;*
- *the lack of psychological component of preparation;*
- *the lack of regulation of the mediation process in Ukraine due to the insufficiency of relevant law and the complexity of its practical application;*
- *a small number of students in the academic group, which does not allow ensuring proper group dynamics at lectures/seminars, etc.;*
- *significant workload on professors 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 (a group of 10-15 persons);*
- *high rates of graduates employment according to the obtained speciality;*
- *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 (between displaced HEIs in which master's programs in Conflict management and Mediation are implemented) and external mobility of students and professors;*
- *creation of innovative space for the development of the educational program for students 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>);*
- *creation of Student Mediation Center to consolidate the skills of conducting mediation sessions and to assist DSUM students in resolving conflicts on a peer-to-peer basis;*
- *submission of grant applications together with international partners for the implementation of international scientific projects in the field of conflict resolution.*

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****Natalia Nykyforenko**