

SYLLABUS OF THE ELECTIVE EDUCATIONAL COMPONENT

«GLOBAL BRAND AND SALES MANAGEMENT»

Course Lecturer			Veronika Darchuk , PhD in Economics, Associate Professor, Associate Professor of the Marketing Department				
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Course Page in Google Classroom			https://classroom.google.com/c/ODc0NzI4MzI3MDQy?cjc=ebuv2ssn				
Student Elective Course							
Course Workload:	ECTS Credits	Total Hours	Breakdown by Type of Learning Activity:				
			Lectures	Seminars	Practical Classes	Laboratory Classes	Independent Study
	5	150	18	-	36	-	96
COURSE DESCRIPTION							
Course Aim:	to develop students' ability to formulate and implement effective global brand and sales management strategies; analyze international markets and consumer behavior; make informed decisions regarding brand positioning, brand communications, sales organization, and customer relationship management; and apply modern digital tools to enhance brand performance, sales effectiveness, and competitiveness in global markets.						
Upon successful completion of the course, students should know:				Upon successful completion of the course, students should be able to:			
– the essence, functions, and principles of global brand and sales management; – key approaches to developing global brand strategies and positioning brands in international markets; – principles of brand identity, brand image, brand equity, and brand value management; – characteristics of consumer behavior and factors influencing brand perception in different international markets; – principles and tools of integrated brand communications in the global environment; – approaches to developing and implementing global sales strategies and organizing international sales activities; – methods of sales planning, forecasting, customer relationship management, and sales performance evaluation; – the role of digital technologies, e-commerce, CRM systems, social media, and marketing analytics in brand and sales management; – key performance indicators (KPIs) used to assess brand and sales performance in global markets.				– analyze global markets, consumer behavior, and competitive environments to support brand and sales decisions; – develop and justify global brand strategies and brand positioning for international markets; – manage brand identity, brand image, and brand equity across different markets; – develop integrated brand communication strategies considering cultural and market differences; – plan and organize sales activities in global markets and select appropriate sales channels; – apply sales forecasting, customer segmentation, and CRM tools to manage customer relationships; – use digital technologies, e-commerce platforms, social media, and marketing analytics in brand and sales management; – evaluate brand and sales performance using relevant KPIs and formulate recommendations to improve business results.			

TEACHING AND LEARNING ORGANIZATION		
Topic Description	Type of Learning Activity	Teaching and Learning Methods / Independent Study Tasks
Module 1. Theoretical Foundations of Global Brand Management		
Topic 1. Fundamentals of Global Brand Management	Lecture 1 2 hours	Explanatory and illustrative materials, visualized lecture, rapid student assessment.

<u>Knowledge:</u> the essence and role of global brand management; key concepts of brand identity, brand image, brand equity, and brand value; principles of building and developing brands in global markets; factors influencing brand perception across countries and cultures; key differences between local and global brands; approaches to brand standardization and adaptation in international markets. <u>Skills:</u> analyze brands in global markets; assess brand identity, image, equity, and value; identify factors influencing brand perception across different countries and cultures; compare local and global branding approaches; justify decisions regarding brand standardization and adaptation; evaluate the competitive position of global brands. <u>Recommended Sources:</u> 1, 5, 7, 11-13 Topic Assessment: 16 points	Practical Class 1 2 hours	Case Study “Global Brand in Different Markets”. Analysis of a selected global brand and comparison of its positioning in two international markets.
	Lecture 2 2 hours	Explanatory and illustrative materials, visualized lecture, rapid student assessment.
	Practical Class 2 2 hours	Workshop “Brand Equity Map”. Development of a Brand Equity Map for a selected global brand based on brand awareness, associations, perceived quality, and loyalty. Identification of the brand’s key strengths and weaknesses.
	Independent Study 16 hours	1. Analyze a selected global brand in terms of brand identity, brand image, and brand equity. 2. Compare the brand in two international markets and identify the main elements of standardization and adaptation. 3. Prepare a report and presentation on the topic: “Global Brand Management: Building and Maintaining a Strong Brand in International Markets.”
Suggested List of Courses for Earning Additional Points or Receiving Credit in Place of Practical Assignments / Independent Study for Topic 1		
<u>Brand Management: Aligning Business, Brand and Behaviour (Coursera, University of London & London Business School)</u> — the course covers the fundamentals of brand management, brand identity, brand experience, brand equity, brand value, consumer behaviour, and brand performance. The course is taught in English and offers a shareable certificate upon successful completion. <u>Brand and Product Management (Coursera, IE Business School)</u> — the course focuses on brand strategy, brand essence and identity, positioning, brand equity, brand portfolios, customer experience, competitive analysis, and brand engagement. The course is taught in English and offers a shareable certificate upon successful completion.		
Topic 2. Global Brand Strategy and Positioning <u>Knowledge:</u> the essence and components of global brand strategy; principles of brand positioning in international markets; approaches to market segmentation and target audience selection; global brand positioning strategies and value proposition development; principles of brand standardization and adaptation; competitive differentiation strategies in global markets. <u>Skills:</u> analyze global brand strategies and competitive positioning; segment international markets and identify target audiences; develop and justify brand positioning and value propositions; compare standardization and adaptation strategies across markets; identify sources of competitive differentiation; formulate strategic recommendations for strengthening brand positions in global markets. <u>Recommended Sources:</u> 1, 5-7, 12-14 Topic Assessment: 16 points	Lecture 3 2 hours	Explanatory and illustrative materials, visualized lecture, rapid student assessment.
	Practical Class 3 2 hours	Workshop “Global Brand Positioning Map”. Development of a positioning map for a selected global brand and its key competitors based on two relevant market attributes. Identification of the brand’s competitive position.
	Lecture 4 2 hours	Explanatory and illustrative materials, visualized lecture, rapid student assessment.
	Practical Class 4 2 hours	Case Study “Global Value Proposition”. Development of a value proposition for a selected global brand in two international markets. Identification of key differences in customer needs and competitive advantages.
	Practical Class 5 2 hours	Workshop “Global Brand Positioning Strategy”. Development of a positioning strategy for a selected brand entering a new international market. Identification of the target audience, key competitive advantage, and positioning statement.
	Independent Study 16 hours	1. Analyze the global brand strategy of a selected company and identify its key strategic components in international markets. 2. Compare the brand’s standardization and adaptation approaches in two international markets and identify their key differences. 3. Prepare a report and presentation on the topic: “Global Brand Positioning Strategy in International Markets.”

Suggested List of Courses for Earning Additional Points or Receiving Credit in Place of Practical Assignments / Independent Study for Topic 2	<u>Brand and Product Management (Coursera, IE Business School)</u> — the course focuses on brand strategy, brand positioning, target audience analysis, brand identity, value proposition development, and management of brands in competitive markets. <u>Brand Management: Aligning Business, Brand and Behaviour (Coursera, University of London & London Business School)</u> — the course covers strategic brand management, brand positioning, brand differentiation, customer experience, and the alignment of brand strategy with business objectives.	
Topic 3. Global Consumer Behavior and Brand Communication <u>Knowledge:</u> the key concepts and principles of consumer behavior in global markets; cultural, social, economic, and psychological factors influencing consumer perceptions and purchasing decisions; differences in consumer behavior across international markets; principles of global brand communication; integrated marketing communication tools; approaches to standardization and adaptation of brand communications; the role of digital and social media in building relationships between global brands and consumers. <u>Skills:</u> analyze consumer behavior in global markets; identify cultural, social, economic, and psychological factors influencing purchasing decisions; compare consumer behavior across countries and cultures; develop and adapt brand communication strategies for different international markets; select appropriate communication channels and tools; evaluate the effectiveness of digital and social media communications; formulate recommendations for improving consumer engagement with global brands. <u>Recommended Sources:</u> 1, 4, 6, 7, 10, 13, 14 Topic Assessment: 16 points	Lecture 5 2 hours	Explanatory and illustrative materials, visualized lecture, rapid student assessment.
	Practical Class 6 2 hours	Case Study “Global Consumer Behavior”. Comparative analysis of consumer behavior toward a selected global brand in two countries. Identification of key factors influencing brand perception and purchasing decisions.
	Practical Class 7 2 hours	Case Study “Global Brand Communication”. Comparative analysis of a global brand advertising campaign in two countries. Identification of standardized and adapted communication elements.
	Practical Class 8 2 hours	Workshop “Integrated Brand Communication”. Development of a communication campaign for a selected global brand entering a new international market. Selection of the key message and communication channels.
	Practical Class 9 2 hours	Social Media Analysis. Analysis of a selected global brand’s social media communication and identification of opportunities for improving consumer engagement.
	Independent Study 16 hours	1. Analyze the influence of cultural, social, economic, and psychological factors on consumer behavior in a selected international market. 2. Compare consumer behavior and brand perception in two countries using a selected global brand as an example. 3. Prepare a report and presentation on the topic: “Consumer Behavior and Brand Communication in Global Markets.”
Suggested List of Courses for Earning Additional Points or Receiving Credit in Place of Practical Assignments / Independent Study for Topic 3	<u>International and Cross-Cultural Negotiation (Coursera, ESSEC Business School)</u> — the course focuses on cultural differences in international business, cross-cultural communication, behavioral patterns, and the influence of cultural contexts on interactions and decision-making. <u>Integrated Marketing Communications: Advertising, Public Relations, Digital Marketing and more (Coursera, IE Business School)</u> — the course covers integrated marketing communications, consumer engagement, advertising, digital communication channels, and the development of coordinated brand messages across different media.	
Module 2. Global Sales Management and Brand Performance		
Topic 4. Global Sales Management and Sales Strategy <u>Knowledge:</u> the principles and functions of global sales management; approaches to developing sales strategies in international markets; methods of sales planning and forecasting; principles of organizing and managing international sales teams; characteristics of direct and indirect sales	Lecture 6 2 hours	Explanatory and illustrative materials, visualized lecture, rapid student assessment.
	Practical Class 10 2 hours	Case Study “Global Sales Strategy”. Development of an international sales strategy for a selected company entering a new foreign market. Identification of target customers, sales objectives, and appropriate sales channels.

channels; approaches to customer segmentation and key account management; key performance indicators (KPIs) for evaluating sales performance. Skills: analyze sales opportunities in global markets; develop and justify international sales strategies; forecast sales and set sales targets; select appropriate sales channels for different markets; segment customers and apply key account management approaches; organize and evaluate the performance of international sales teams; apply sales KPIs to assess results and formulate recommendations for improving sales performance. Recommended Sources: 2-4, 8, 10 Topic Assessment: 16 points	Practical Class 11 2 hours	Practical Exercise “Sales Forecasting”. Development of a sales forecast for a selected international market based on provided data. Calculation and interpretation of key sales indicators.
	Lecture 7 2 hours	Explanatory and illustrative materials, visualized lecture, rapid student assessment.
	Practical Class 12 2 hours	Case Study “Global Sales Channels”. Comparison of direct, indirect, and digital sales channels for a selected company. Selection of an appropriate sales channel for a target international market.
	Practical Class 13 2 hours	Workshop “Key Account Management”. Segmentation of international customers based on sales potential and customer value. Identification of key accounts and approaches to working with them.
	Independent Study 16 hours	1. Analyze the sales strategy of a selected global company and identify its key objectives, target customers, and approaches to international sales management. 2. Analyze the organization of the company’s international sales activities, including the role of sales teams and approaches to managing customer relationships. 3. Prepare a report and presentation on the topic: “Global Sales Strategy and Sales Management in International Markets.”
Suggested List of Courses for Earning Additional Points or Receiving Credit in Place of Practical Assignments / Independent Study for Topic 4		Sales Strategy (Coursera, Fundação Instituto de Administração) — the course focuses on strategic sales planning, market and competitive analysis, sales strategy development, sales processes, and managerial decision-making. It is taught in English and offers a shareable certificate. Account Management & Sales Force Design (Coursera, West Virginia University) — the course covers strategic sales planning, account management, sales force organization, sales operations, and the responsibilities of sales managers. It forms part of the Sales Operations/Management Specialization and offers a shareable certificate.
Topic 5. Digital Technologies and Customer Relationship Management in Global Sales Knowledge: the role of digital technologies in global sales management; principles and functions of Customer Relationship Management (CRM) systems; digital tools for managing customer interactions and sales processes; the role of e-commerce, social media, and digital sales channels in international markets; approaches to collecting and analyzing customer data; principles of sales automation and personalization; key indicators for evaluating digital sales and customer relationship performance. Skills: use CRM systems and digital tools to support sales management; analyze customer data and interactions; segment customers using digital data; evaluate the effectiveness of digital sales channels; apply sales automation and personalization tools; assess customer relationship performance using relevant KPIs; develop recommendations for improving digital sales and customer engagement in global markets. Recommended Sources: 2, 4, 6, 8-10 Topic Assessment: 18 points	Lecture 8 2 hours	Explanatory and illustrative materials, visualized lecture, rapid student assessment.
	Practical Class 14 2 hours	Case Study “CRM in Global Sales”. Analysis of a selected company’s CRM process and customer data. Identification of opportunities for improving customer retention and personalization.
	Practical Class 15 2 hours	Practical Exercise “Digital Sales Performance”. Calculation and comparison of key digital sales indicators, including conversion rate, CAC, CLV, and retention rate.
	Practical Class 16 2 hours	Workshop “Sales Automation”. Development of a digital customer journey for a selected global company and identification of appropriate CRM and sales automation tools at its key stages.
	Independent Study 16 hours	1. Compare two CRM systems and evaluate their key functions and opportunities for managing customer relationships in global sales. 2. Analyze the use of digital technologies by a selected global company and identify how they support customer engagement, personalization, and sales activities. 3. Prepare a report and presentation on the topic: “Digital Technologies and CRM in Global Sales Management.”

Suggested List of Courses for Earning Additional Points or Receiving Credit in Place of Practical Assignments / Independent Study for Topic 5	Salesforce Sales Operations Professional Certificate (Coursera, Salesforce) — the program focuses on CRM systems, customer data management, sales processes, Salesforce tools, reporting, and sales operations. It develops practical skills in using CRM technologies to manage customer relationships and improve sales performance. Sales and CRM Overview (Coursera, Salesforce) — the course covers the fundamentals of CRM, sales processes, customer relationship management, customer data, and the use of digital tools to support sales activities. It provides practical knowledge relevant to managing customer interactions and digital sales processes.	
Topic 6. Global Brand and Sales Performance Management Knowledge: approaches to evaluating global brand and sales performance; key brand performance indicators, including brand awareness, brand equity, customer loyalty, and market share; key sales performance indicators, including sales growth, conversion rate, customer acquisition cost (CAC), customer lifetime value (CLV), and retention rate; principles of marketing and sales analytics; methods for comparing performance across international markets; approaches to improving brand value, customer relationships, and sales effectiveness. Skills: evaluate global brand and sales performance using relevant KPIs; calculate and interpret key brand, customer, and sales indicators; compare performance across international markets; identify factors affecting brand and sales results; analyze the relationship between brand performance, customer loyalty, and sales outcomes; identify performance gaps and formulate managerial recommendations for improving brand value, customer retention, and sales effectiveness in global markets. Recommended Sources: 1- 4, 8-10 Topic Assessment: 18 points.	Lecture 9 2 hours	Explanatory and illustrative materials, visualized lecture, rapid student assessment.
	Practical Class 17 2 hours	Practical Exercise “Brand and Sales KPIs”. Calculation and interpretation of key brand and sales performance indicators for a selected global company.
	Practical Class 18 2 hours	Workshop “Brand and Sales Performance Dashboard”. Development of a Brand and Sales Performance Dashboard for a selected global company and identification of key performance gaps.
	Independent Study 16 hours	1. Compare the brand and sales performance of a selected company in two international markets and identify the main differences in performance. 2. Analyze the relationship between brand equity, customer loyalty, and sales performance and identify the main factors influencing the company’s results. 3. Prepare a report and presentation on the topic: “Global Brand and Sales Performance Management,” including recommendations for improving brand value, customer retention, and sales effectiveness.
Suggested List of Courses for Earning Additional Points or Receiving Credit in Place of Practical Assignments / Independent Study for Topic 6	Marketing Analytics (Coursera, University of Virginia) — the course focuses on measuring and analyzing marketing performance, brand value, customer lifetime value (CLV), marketing effectiveness, and return on investment (ROI). Students learn to use analytics to evaluate brand and customer assets and support data-driven managerial decisions. The course is taught in English and offers a shareable certificate. Meta Marketing Analytics Professional Certificate (Coursera, Meta) — the program covers marketing performance analysis, key performance indicators (KPIs), customer and audience data, sales funnel evaluation, campaign effectiveness, data visualization, and data-driven decision-making. The program is taught in English and provides a professional certificate upon successful completion.	
COURSE FACILITIES AND TECHNICAL RESOURCES		
A computer lab for practical classes, equipped with a multimedia projector, whiteboard, and screen. Software and digital resources include Windows OS, Microsoft Office, access to online applications, academic journals and other Internet resources, the electronic library of the State University of Information and Communication Technologies (SUICT), the Google Workspace for Education virtual learning environment, and information resources available on the University’s official website.		
COURSE INFORMATION RESOURCES		

1. Burmann C., Halaszovich T., Schade M., Hemmann F. *Identity-Based Brand Management: Fundamentals—Strategy—Implementation—Controlling*. Springer Gabler, 2025. URL: <https://link.springer.com/book/10.1007/978-3-658-48315-9>
2. Kirchem S., Stadelmann M., Pufahl M., Laux D. (Eds.). *CRM Goes Digital: Design and Use of Digital Customer Interface in Marketing, Sales and Service*. Springer Gabler, 2025. URL: <https://link.springer.com/book/10.1007/978-3-658-45798-3>
3. Van Ulbrich G. *Transforming Sales Management: Lead Sales Teams Through Change*. Kogan Page, 2023. 248 p. URL: <https://www.koganpage.com/marketing-communications/transforming-sales-management-9781398609082>
4. Prior D. D. *B2B Customer Engagement Strategy: An Introduction to Managing Customer Experience*. Palgrave Macmillan, 2023. URL: <https://link.springer.com/book/10.1007/978-3-031-23409-5>
5. Близнюк Т., Майстренко О. Теоретичні аспекти брендингу для розробки стратегії бренд-менеджменту на українських підприємствах. *Український журнал прикладної економіки та техніки*. 2023. № 1. С. 150–158. DOI: 10.36887/2415-8453-2023-1-22. URL: <https://ujae.org.ua/en/theoretical-aspects-of-branding-for-the-development-of-brand-management-strategy-at-ukrainian-enterprises/>
6. Чукурна О., Солідор Н., Кофман В. Стратегічні засади бренд-менеджменту в цифровій економіці. *Український журнал прикладної економіки та техніки*. 2023. № 1. С. 99–105. DOI: 10.36887/2415-8453-2023-1-14. URL: <https://ujae.org.ua/en/strategic-principles-of-brand-management-in-the-digital-economy/>
7. Виноградова О., Дарчук В., Тімченко Л. Основні складові проєктування бренду товарів для дітей. *Економіка. Менеджмент. Бізнес*. 2022. № 1–2 (39). DOI: 10.31673/2415-8089.2022.011016. URL: <https://journals.dut.edu.ua/index.php/emb/article/download/2704/2596/>
8. Vynogradova O., Dymenko R., Ihnatenko O., Darchuk V., Sovershenna I., Snitko A. Ensuring the Financial Stability of the Enterprise with Performance Marketing Tools. *Financial and Credit Activity: Problems of Theory and Practice*. 2024. Vol. 3, No. 56. DOI: 10.55643/fcaptp.3.56.2024.4359. URL: <https://doaj.org/article/5ff1f6d35cf14895b5bbd2e7bdbc465b>
9. Kolisnichenko P., Vynogradova O., Somkina T., Romshchenko O., Darchuk V. Integrated Assessment of Internet Marketing Effectiveness in the Digital Economy. *Economics, Finance and Management Review*. 2025. Issue 3 (23). P. 81–93. DOI: 10.36690/2674-5208-2025-3-81-93. URL: <https://public.scnchub.com/efmr/index.php/efmr/article/view/346>
10. Somkina T., Vynogradova O., Darchuk V., Ilnytskyi T., Molokov I. Marketing Mechanisms for Lead Generation in Social Media Platforms. *Aposta: Revista de Ciencias Sociales*. 2026. Vol. 24, No. 113. Article e1045. DOI: 10.23900/ra.Ed.Esp.v24i113.1045. URL: <https://revistaaposta.com/index.php/ra/article/view/1045>
11. Данилюк А. Дослідження сутності бренд-менеджменту в системі маркетингового менеджменту підприємства. *Галицький економічний вісник*. 2023. Т. 80. № 1. С. 20–28. DOI: 10.33108/galicianvisnyk_tntu2023.01.020. URL: <https://elartu.tntu.edu.ua/handle/lib/40950>
12. Лищенко М. Бренд-менеджмент як інструмент маркетингової діяльності підприємств. *Економіка та суспільство*. 2023. № 48. DOI: 10.32782/2524-0072/2023-48-80. URL: <https://economyandsociety.in.ua/index.php/journal/article/view/2289>
13. Омельченко М. *Маркетингові технології створення глобальних брендів*. Київ: Київський національний економічний університет імені Вадима Гетьмана, 2024. 94 с. URL: <https://ir.kneu.edu.ua/handle/2010/48270>
14. Зінченко О. *Маркетингові технології створення глобальних брендів*. Київ: Київський національний економічний університет імені Вадима Гетьмана, 2024. URL: <https://ir.kneu.edu.ua/items/7d212559-2315-4c40-aa60-9f19affdf262>

COURSE POLICY (“RULES OF ENGAGEMENT”)

- **Teamwork:** The course involves collaborative work and teamwork.
- **Classroom Environment:** The classroom environment is friendly, creative, and open to constructive criticism.
- **Attendance and Independent Study:** Successful completion of the course requires regular attendance at lectures and practical classes, as well as independent study.
- **Deadlines:** All assignments specified in the course syllabus must be completed and submitted within the established deadlines.
- **Missed Classes:** If a student is absent for a valid reason, they are required to complete and present the assigned tasks during independent study and/or consultation with the lecturer.
- **Course Updates:** The course content is updated annually at the lecturer’s initiative, taking into account changes in Ukrainian legislation, recent academic and scientific developments related to the educational component, and recommendations from stakeholders, including leading industry companies, the academic community, and alumni. Students may also contribute to course updates by submitting their suggestions to the lecturer.

- **Non-formal Education:** Students are entitled to recognition of learning outcomes acquired through non-formal and informal education in accordance with the [Regulations on Non-formal Education of the State University of Information and Communication Technologies](#).

ACADEMIC INTEGRITY AND ARTIFICIAL INTELLIGENCE (AI) USE POLICY

- **Adherence to Academic Integrity Values:** Students are required to comply with the values, principles, and rules of academic integrity in all learning activities.
- **Independent Completion of Assignments:** Each academic assignment must be completed independently, except where collaborative work is required or where the assignment instructions explicitly permit the use of supplementary materials, Internet resources, or AI tools.
- **Citation Requirements:** When using the intellectual work of other authors, including texts, ideas, developments, data, or other materials, students must provide appropriate references to the relevant sources.
- **Self-Plagiarism:** Academic work may include, in whole or in part, a student's previously submitted work only when this is explicitly permitted by the requirements of the specific assignment.
- **Rules for the Use of AI Tools:**
 - Generative AI systems (e.g., ChatGPT, Claude, Gemini) may be used as supporting tools for generating ideas, identifying sources, structuring materials, or checking syntax/code, unless otherwise explicitly stated in the requirements of a specific assignment.
 - If AI tools are used in completing an assignment or preparing research work, students must disclose their use in the submitted work. For example: *"In preparing Section X, [name of AI service] was used for [purpose of use: structural analysis / translation]."*
 - Students bear full personal responsibility for verifying the reliability and accuracy of facts, data, references, and other information generated by AI.
 - Submitting AI-generated text, code, or calculations without critical evaluation, independent processing, and disclosure of AI use is considered a violation of academic integrity (plagiarism/concealment of authorship).
 - Personal data, confidential information, restricted research materials, or proprietary institutional materials must not be uploaded to publicly accessible AI systems.
 - Cheating, deception, and undisclosed use of AI during classroom activities are prohibited. Violations of academic integrity may result in penalties, including grade reduction, resubmission of work, or denial of permission to defend the assignment
- Students may consult the [Academic Integrity Code of the State University of Information and Communication Technologies](#) and the [Recommendations of the Ministry of Education and Science of Ukraine on the Responsible Use of Artificial Intelligence Technologies in Higher Education Institutions](#).

ASSESSMENT CRITERIA AND METHODS

A cumulative **100-point assessment system** is used. Continuous assessment is based on students' participation and activity during lectures, performance in practical classes, and completion of independent study assignments. All assignments are assessed according to the established requirements for content quality and compliance with submission deadlines. If a student is not admitted to the final assessment due to failure to complete the individual study plan, they are given an opportunity to fulfil all admission requirements before the reassessment. A student is entitled to two reassessment attempts. In the case of a repeated reassessment, the assessment may be conducted by a committee appointed by the Director of the Educational and Scientific Institute of Management and Entrepreneurship. The committee's decision is final. A final score of **0 points (unacceptable)** may result in dismissal for failure to fulfil the requirements of the curriculum. To receive additional points, a student must provide a copy of a relevant certificate, a printed publication, or written confirmation from a publisher that a publication has been accepted for publication. The subject matter of the publication, webinar, or course must correspond to the content of the course. In such cases, additional points may be awarded in place of points for related practical assignments.

The maximum number of additional points that may be credited for the course is **10 points**. The total number of points earned constitutes the final grade for the course. The **maximum score is 100 points**, and the **minimum passing score is 60 points**.

Forms of Assessment / Types of Learning Activities	Assessment
CONTINUOUS ASSESSMENT:	
<i>Class Participation and Performance, including:</i>	
participation in rapid assessments	0.5 points for each correct answer

report and presentation on an independent study topic	Maximum 5 points for each presentation (report) (the assessment depends on the completeness of the topic coverage, quality of information, independent work and creativity, as well as the quality of the presentation and oral delivery)
oral questioning and testing	0.2 points for each correct answer
participation in case study discussions and academic discussions	0.5 points for each participation
Additional Points for Course-Related Activities	
Participation in webinars and training sessions	3 points for every 0.1 ECTS credits (3 hours) of participation, subject to obtaining a certificate
Conference Abstract Publication	3 points for each published conference abstract
Article Published in a Ukrainian Journal	5 points for each article published in a Ukrainian journal
Article Published in an International Journal	8 points for each article published in an international journal
FINAL ASSESSMENT: Graded Credit	According to the assessment criteria

FINAL COURSE GRADE			
Points	Evaluation criteria	Level of competence	Grade/entry in the exam sheet
90-100	The student demonstrates complete and solid knowledge of the educational material in the amount corresponding to the syllabus of the discipline, correctly and reasonably makes the necessary decisions in various non-standard situations. Is able to implement the theoretical provisions of the discipline in practical calculations, analyze and compare the data of the objects of activity of a specialist on the basis of knowledge and skills acquired in this and related disciplines. Knows modern technologies and calculation methods in this discipline. During the training during practical classes, when performing individual / control tasks, he showed the ability to independently solve the assigned tasks, actively participate in discussions, can defend his own position on the issues and decisions under consideration. A decrease in the 100-point score may be due to insufficient disclosure of questions related to the discipline being studied, but goes beyond the scope of the material provided by the syllabus, or the student shows uncertainty in the interpretation of theoretical provisions or complex practical tasks	High It fully meets the requirements for knowledge, skills and abilities set forth in the syllabus of the discipline. The student's own suggestions in assessments and solving practical problems increases his ability to use the knowledge that he received in the study of other disciplines, as well as the knowledge acquired during the independent in-depth study of issues related to the discipline being studied.	Excellent / Enrolled (A)
82-89	The student demonstrates good knowledge, has a good command of the material corresponding to the syllabus of the discipline, analyzes possible situations on their basis and is able to apply theoretical provisions in solving practical problems, but allows some inaccuracies. Knows how to independently correct mistakes, the number of which is insignificant. Knows modern technologies and calculation methods in this discipline. During the training during practical classes, when performing individual / control tasks and explaining the decisions made, he gives comprehensive explanations	Sufficient Provides the student with an independent solution of basic practical problems in conditions when the initial data in them change compared to examples considered in the study of the discipline	Good / Enrolled (B)
75-81	The student is generally well versed in the material, knows the basic provisions of the material corresponding to the syllabus of the discipline, analyzes possible situations on their basis and is able to apply them in solving typical practical problems, but allows some inaccuracies. Is able to explain the main provisions of the completed tasks and give the correct answers when changing the result with a given change in the initial parameters. Errors in answers/decisions/calculations are not systemic. Knows the characteristics of the main provisions that are of decisive importance when conducting practical classes, when performing individual / control tasks and explaining the decisions made, within the discipline being studied.	Sufficient A specific level, according to the studied material of the syllabus of the discipline. Additional questions about the possibility of using theoretical provisions for practical use are difficult.	Good / Enrolled (C)
67-74	The student has mastered the main theoretical material provided by the syllabus of the discipline, and understands the formulation of standard practical problems, has proposals for the direction of their solution. Understands the main provisions that are decisive in the course, can solve similar problems with those discussed with the teacher, but allows a significant number of inaccuracies and gross errors, which can be eliminated with the help of the teacher.	Medium Provides a sufficiently reliable level of reproduction of the main provisions of the discipline	Satisfactory / Enrolled (D)
60-66	The student has certain knowledge provided for in the syllabus of the discipline, owns the basic provisions studied at the level that is defined as the minimum allowable. Using the basic theoretical provisions, the student explains the rules for solving practical/computational problems of the discipline with difficulty. The performance of practical / individual / control tasks is significantly formalized: there is compliance with the algorithm, but there is no deep understanding of the work and relationships with other disciplines	Medium It is the minimum permissible in all components of the discipline syllabus	Satisfactory / Enrolled (E)

35-59	The student can reproduce individual fragments from the course. Despite the fact that the student has completed the syllabus of the discipline, he worked passively, his answers during practical work are mostly incorrect and unfounded. The integrity of the student's understanding of the material in the discipline is lacking.	Low It does not provide practical implementation of tasks that are formed during the study of the discipline	Unsatisfactory with the possibility of retaking) / Not enrolled (FX) Not put in the record book
0-34	The student did not fully fulfill the requirements of the syllabus of the academic discipline. His knowledge at the final stages of training is fragmentary. The student is not allowed to take the test	Unsatisfactory The student is not prepared to independently solve the problems outlined by the purpose and objectives of the discipline	Unsatisfactory with mandatory re-examination / Not admitted (F) Not put in the record book