

**External Examiners' Report**  
**Ternopil Academy of National Economy**

1. On June 8-12 we visited the Ternopil Academy of National Economy (TANE). We talked with the Rector, two Vice-Rectors, the Dean of the Ukrainian-Dutch Faculty, and a number of lecturers. As a result, we are aware of the problems that teachers and students at TANE face. We read the written exams of the 25 students who took the final exam. The exam consisted of five tasks, one pertaining to each course. They have been graded on a 100-points scale with equal weights. Thus, each task could yield 20 points. The grades awarded varied from 85-100 points, so all candidates passed. We are satisfied that all staff involved were willing to share their views with us.
  
2. We would like to make the following observations about the examinations:
  - (a) The reason given for the high grades (85-100 points) was that TANE seeks excellence. However, the course level is indicated by the course contents rather than the grades. Grades varying from 85-100 points lack credibility, since they suggest that all candidates are brilliant. Credible are grades that show a normal distribution and vary over a wider range. Thus, we recommend that excellence is sought in the course content rather than in exceptionally high grades.
  - (b) Though the variation in the grades was extremely limited, we observed slight differences in grading of identical answers to questions. We were unable to explain these differences. We recommend that lecturers be instructed to check their grading on possible inconsistencies.
  - (c) The exam covered five courses and contained one task per course. This offers few possibilities to test the candidates' knowledge in each field. Depending on the testing prior to the final exam it may be recommendable to replace the final integrated exam with separate exams for each of the main courses. Each exam can consist of several tasks so as to ensure that the exams are representative for the course content.
  - (d) We have filed a request to provide us with details about the curriculum. We recommend that a discussion on the development of the curriculum be organized on the basis of the information that will be provided. A long term goal could be to develop the curriculum towards problem solving as opposed to learning facts by heart. To the extent that this goal would be realized, it would also affect the nature of the examinations.

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