



## Assessment Report

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**Higher Education Institution (HEI):**

Peoples' Friendship University of Russia, Moscow,  
Russia

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**Master Programme:**

International Marketing

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**Qualification awarded on completion:**

Master of Economics

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**Brief description of the study programme:**

The Master programme at hand provides students, holding a Bachelor's degree, the opportunity to deepen their knowledge in the field of international marketing. According to the university students will learn about modern marketing concepts, get to know methods of strategic market and investment planning, understand the requirements for international distribution management and channel strategy, have the systemic view on international management technologies, feel the peculiarities of the cultural dimension in different states and regions, comprehend the legal and social framework in which they act, and acquire the skills of independent analysis and its application to specific practical tasks.

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**Date of opening of the procedure:**

February 2<sup>nd</sup>, 2012

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**Date of filing the self-documentation:**

May 2<sup>nd</sup>, 2012

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**Date of the site visit:**

May 31<sup>st</sup> and June 1<sup>st</sup>, 2012

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**Type of accreditation:**

Accreditation

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**Accredited in Cluster 2 with:**

**Cluster 1:** Bachelor Degree Programme "International Relation"  
Master Degree Programme "International Relation"  
Master Degree Programme "International Protection of Human Rights"

**Cluster 2:** Master Degree Programme "International Management"  
Master Degree Programme "International Projects Management"

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**Type of Programme:**

Consecutive

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**Intended length of programme (full-time equivalent):**

4 semesters

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**Mode of study:**

Full-time

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**Option Dual/Joint Degree envisaged:**

"International Marketing" study programme offers a double degree with the Institut Supérieur de Commerce International de Dunkerque (ISCID) in France and the Berlin School of Economics and Law (HWR Berlin) in Germany.

(The double degree options are not part of the accreditation)

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**Initial Start of the programme:**

2008

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**Student intake:**

32

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**Programme cycle starts in:**

Winter and summer semester

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**Speed (planned number of parallel years)**

One at a time

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**Number of first-year students:**

17 students in the academic year 2008-2009

16 students in the academic year 2009-2010

17 students in the academic year 2010-2011

33 students in the academic year 2011-2012

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**Number of ECTS point assigned to programme:**

120

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**Hours (workload) per ECTS point:**

36

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**For re-accreditation and accreditation:**

Statistical data on numbers of first-year students and percentage of foreign students (each aspect broken down into the year, cohort and sex) is to be found on page seven and eight.

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**Date of the Meeting of FIBAA-Accreditation Commission:**

December, 2012

[...]

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**Project Manager:**

Dipl.-Kffr. Annette Korn

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**Panel members:****Prof. Dr. Valentina F. Maksimova**

Moscow State University of Economics, Statistics and Informatics (MESI)

(Economics, Management, International Finance)

**Prof. Dr. Johann Schneider**

Frankfurt University of Applied Sciences

(former Dean of Faculty of Health and Social Work)

**Dr. Michael Spaeth**

Director Business Development at Russia Consulting, Moscow

**Johan Filip Axenpalm**

Berlin School of Economics and Law

Student of International Marketing Management

# Summary

The panels' assessment takes into account the self-assessment and the results of the on-site visit (and the statement of the HEI to the assessment report).

[...]

# Institutions Details

Peoples' Friendship University (PFUR) was founded on February 5<sup>th</sup>, 1960 by the decision of the Government of the USSR. In 1964 the University became a member of the International Association of Universities (IAU) and was awarded the Order of Peoples' Friendship for merits of expert training for Asian, African and Latin American countries in 1975. The PFUR counts three departments (Comparative Educational Policy, Physical culture and Sport and IT in education) and three branch refresher faculties (Teachers of Russian as a Foreign Language, Health Care professionals and Teachers of Foreign Languages). Until now, ten main faculties – Agrarian, Humanitarian and Social Sciences, Engineering, Medical, Russian Language and General Educational Disciplines, Science, Philological, Ecological, Economics and Law – have been established.

Peoples' Friendship University of Russia is currently one of the world-famous centres of higher education. It is due to own information of the HEI the only university in the world welcoming students from 140 countries on an annual basis. Specialist training is carried out in 62 fields and programmes. Roughly 27,000 students, post-graduate students, interns and residents, representing over 450 nations, are currently studying at the PFUR. Furthermore, the University counts 4,500 employees, including 2,200 teachers, of whom 400 are professors holding Doctor Degrees, over 900 are associate professors and have Candidate degrees. The PFUR counts over 70,000 graduates.

PFUR is a member of the International Association of Universities and a member of the Eurasian Association of Universities. Also, the University cooperates with the International Francophone Organisation, the Association of Universities of European Capitals and European Association of International Education. The PFUR has currently more than 160 contracts of cooperation with foreign universities and scientific centres and takes part in programmes and forums conducted by the United Nations, the UNESCO, the Council of Europe and other international and intergovernmental organisations. Furthermore, it is among the founders of the Cooperation Network of Universities of Europe and Central Asia, the Academic Network of Universities of Eastern and Southern Europe and a member of the University Organisation of the Black Sea countries as well as a participant of Salzburg seminars (Austria) for university staff.

The study programme at hand belongs to the Faculty of Economics, which was founded in 1995 after the re-organisation of the Faculty of Economics and Law, founded in 1963. Currently the faculty offers the following study programmes:

## **Bachelor programmes**

- Management
- Economics

## **Master programmes**

- Financial Economics
- Economy of firms and branch markets
- International Trade
- International Management
- International Marketing
- International Projects Management

## **Further development of the programme and statistical data**

The Master in “International Marketing” was opened in 2008. After establishing the Faculty of Economics in 2009 the university has revised the programme. According to the PFUR its practical value was increased and the possibility to study a semester abroad at partner uni-

versities was added. Also, the point-rating system and the credit transfer system (ECTS) have been implemented to the educational process within the study programme at hand. The given statistical data refers to the timeframe from 2008 to 2012.

In 2008-2009: 17 1<sup>st</sup>-year students (15 female, 2 male) were enrolled in the study programme, 5 among them being foreign students (3 female, 2 male). No data is given for 2<sup>nd</sup>-year students because 2008 was the initial start of the programme. Two female students of this cohort were expelled.

In 2009-2010: no 1<sup>st</sup>-year students.

In 2010-2011, 17 1<sup>st</sup>-year students (11 female, 6 male) were enrolled in the study programme at hand, 4 among them being foreign students (3 female, 1 male). Two male students of this cohort were expelled.

## Appraisal

The reviewers assess the revision of the programme very positively. The increased relevancy to practice and the opportunity to gain international and intercultural experiences is an added value for the students and promotes their employability (compare 3.3 and 3.6). As the panel can judge from the statistical data given, the study programme at hand showed to be equally successful throughout the recent years, due to the constant numbers of first year students. More female than male participants were to be found among the students within the timeframe shown. All in all, the reviewers criticize the lack of statistical data, i.e. no information on application rate, utilisation rate, rate of efficiency, success rate, average study duration and average grade of the final degree. Also, no reasons are given for expelling the students. There is, according to the panel, development potential regarding quality assurance and development for the study programme at hand. Therefore, the panel strongly recommends the HEI to methodically collect relevant missing data in the future (compare also chapter 5.2). The HEI states that information on application rate, workload of students and teachers, average grade of the final degree and other various indicators characterising the rate of efficiency of the education programs is available in the University, while the average duration of training is not calculated. Moreover, due to information of PFUR, reasons for expelling students are specified and analysed at least once a year on occasions such as Academic Board meetings or the University's management commission. Even though statistical data is according to information of the HEI given, the reviewers have not been provided with the full data even though it was required in the accreditation process.

# Description and appraisal in Detail

## 1. Strategy and Objectives

### 1.1 Logic and transparency of programme objectives (Asterisk Criterion)

The Master programme at hand provides students, holding a Bachelor's degree, the opportunity to deepen their knowledge in the field of international marketing. According to the university students will:

- learn about modern marketing concepts,
- get to know methods of strategic market and investment planning,
- understand the requirements for international distribution management and channel strategy,
- have the systemic view on international management technologies,
- analyse the challenges in international business,
- determine the main implications of doing business on emerging markets,
- feel the peculiarities of the cultural dimension in different states and regions,
- comprehend the legal and social framework in which they act, and
- acquire the skills of independent analysis and its application to specific practical tasks.

Skills such as free discussion and independent scientific research and research methodology in the relevant field will be trained in the context of the modules "Modern Problems of management and Production", "Research Methods in Management" or "Modern Strategic Analysis". As the PFUR states, the programme completely covers cultural and professional competences defined by the State Standard. Finally, due to the HEI, the programme has an educational and practical character which aids to train professionals for both science and practice. After graduation, students can use their acquired knowledge to take a job in Russian and international respectively multinational enterprises as well as in governmental and non-governmental organisations which are orientated towards international markets.

#### Appraisal:

The objectives of the programme are set out consistently in relation to the occupational area, namely acquiring knowledge of acting in international markets and applying marketing strategies in different cultural and/or cross-cultural contexts. However, even though a rough overview of the occupational fields was handed in by the PFUR, the reviewers recommend the HEI constantly undertaking alumni-tracking studies in order to verify the envisaged occupational areas by also recording and continuously updating the exact number, status and occupational field of alumni. The panel also comes to the conclusion that the areas: empowerment, employability and personality/personal development are taken into account by the objectives of the programme. Students will be encouraged and enabled to take responsibility for their learning and professional development, i.e. in the context of different modules, through teamwork and common curricular and extra curricular projects. In sum, the programme takes into account the requirements of the European qualification framework for the HEI sector.

### 1.2 Positioning of the programme

As the PFUR states, its education programmes as well as the institution itself are continuously estimated and compared in various ratings. The ratings are aimed at both ranking insti-

tutions of higher education and offering orientation for entrants and their parents, as well as for employers, regarding the quality of training at the institution. According to the results of independent national rating of Russian institutions of higher education in 2010, PFUR took the fourth place among 104 largest high-profile universities, following Lomonosov Moscow State University, National Research Moscow Institute of Physics and Technology (State University) and National Research Saint Petersburg State University. The National Research Novosibirsk State University as well as National Research Tomsk State University take the fifth and sixth place. According to PFUR, it keeps its leading position on the education market through stable and long-term relations to alumni and external organisations, which allow monitoring changes on the labour market. Due to information of the PFUR, the study programme at hand is one of the leading international marketing programmes on the Russian market. The university explains that the peculiarity of the Master programme “International Marketing” is a close collaboration with international and leading Russian FMCG companies. The curriculum was developed together with various companies to assure its relevancy to practice. The practical training and the placement service are part of the university-enterprise cooperation, too. Besides, company representatives are teaching some of the professional cycle courses (compare also chapter 3.2 and 3.6).

The HEI states that the occupational fields for students of the programme are marketing, brand management and process management in sales and marketing. There is a demand for graduates of the study programme at hand in i.e. FMCG companies, governmental and non-governmental organisations, research facilities and academic institutions. According to the PFUR, the employment of programme graduates is tracked and analysed by the Center of Promotion of Student Employment and Job Placement of PFUR Graduates. The HEI points out that the majority of graduates have obtained the work position they strived for. The main employment regions are Russia, China, countries of Latin America and Western Africa. The HEI explicates that the main objectives of the Master in International Marketing correspond with the requirements of the labour market and are in accordance with the Federal State Educational Standards of Higher Professional Education (FSSES HPE, 3<sup>rd</sup> generation).

As to the positioning of the programme within the university’s overall strategy the PFUR refers to its mission which is: Uniting people of different nations, races and religions by means of knowledge, training qualified specialists highly demanded in various spheres of activity, forming personalities and educating young people capable of working in any country. One of the most important areas of the University’s activities is international cooperation with leading foreign universities throughout the study programmes offered. The international activities of the University are aimed at raising the PFUR’s profile within the system of higher education of the Russian Federation and at further integrating into the global educational and scientific community. These topics are included in the conception of the Master programme “International Marketing”.

## Appraisal:

The profile and the competence goals, which have been described in detail, are such that the programme can compete both on the education and on the job market. As the panel states, the demand for graduates from the programme should be identified in a more clear and structured way. Equally, alumni studies should be carried out continuously, also with regard to the development and constant improvement of the study programme (see also 1.1).

The way in which the programme is incorporated into the HEI’s overall strategy is described and clear reasons are given, i.e. focus on cooperations with other Higher Education Institutions and enterprises and international orientation. The study programme at hand directly relates to the international orientation of the HEI, therefore harmonically fits into the overall concept and strategic planning of PFUR.



### 1.3 International orientation of the programme (Asterisk Criterion)

As mentioned in chapter 1.2, the PFUR positions itself as an internationally-focused university. This is mainly determined, as the PFUR explains, by the University's entering the European educational environment, (Russia signed the Bologna Accords in 2003). The Bachelor's and Master's educational levels were introduced in PFUR as early as in 1989. The Faculty of Economics of PFUR was among the first ones in Russia to implement the system of credits and modules in organising the teaching/learning process using ECTS-credits, the Faculty also developed a form of the European Diploma Transcript. As the PFUR states, academic mobility has become one of manifestations of the international focus of the study programme at hand. Within the programme framework master students have the possibility to study at one out of twenty partner universities. For example the PFUR cooperates with the Institut Supérieur de Commerce International de Dunkerque (ISCID) in France and the Berlin School of Economics and Law (HWR Berlin) in Germany. Finally, guest lecturers are invited annually, having an international background in both education and practice (compare chapter 3.3).

#### Appraisal:

The programme objectives and strategy are geared to ensuring internationality in teaching and study with the intention to sustainably promote the employability of graduates. The panel likes to emphasise the various cooperations with universities abroad. Joint degrees with partner universities (Institut Supérieur de Commerce International de Dunkerque (ISCID) in France and the Berlin School of Economics and Law (HWR Berlin) in Germany) are offered within the context of the Master programme at hand. The panel likes to point out that the joint degree options are not part of the accreditation.

Some of the lecturers have international experience either in the professional or academic field (see also chapter 3.3). To equip the students with knowledge on international issues the PFUR utilises case studies and specialist literature.

### 1.4 Gender equality and equality of opportunity

According to the PFUR Mission, working with students is aimed at forming tolerant cross-cultural environment and uniting people of different nationalities, races and religions through knowledge. In the University, the concept of multiculturalism is implemented. At present, the HEI counts students out of 140 countries. Conceptually, the requirements of gender equality and equal opportunities for students in specific life situations (international students, people with migration past, students from social groups with limited access to education, etc.) are considered in PFUR on the basis of the Gender Strategy of the Russian Federation (2002), namely – achieving equal rights for women and men in society, overcoming all forms and manifestations of gender discrimination, creating political foundations and necessary social conditions for the most complete realization of women's and men's natural abilities in all spheres of their work, social and private life. As the HEI points out, there is no gender discrimination at admission to/expulsion from the University or at the evaluation of students' knowledge, at elections or appointments to posts. Since its foundation, a Women's Committee was founded at the PFUR – an international public organisation uniting students, graduates, attending physicians and trainees of the University. As for research, gender problems in education and in professional activities are regularly researched at the University. Gender aspect is, as the HEI underlines, also considered in most psychological, pedagogical and sociological researches. What is more, material support, employment assistance and medical assistance and personal schedules are offered to students in weak living situations. Orphans and children without parental care as well as disabled persons are enrolled out of competition (see also 2.1).

## Appraisal:

The panel members came to the conclusion that gender equality and the implementation of general bans on discrimination are promoted by the PFUR. The requirements of gender equality are based on national standards. According to the 'Admission Regulations in the Federal State-Funded Educational Institution of Higher Professional Education "Peoples' Friendship University of Russia" for Teaching in Main Higher Professional Education Programmes for Academic Year 2012/2013, Order of January 31<sup>st</sup>, 2012 No. 52, admission of citizens with disabilities may be performed both on the basis of USE results, and on entrance tests results (in the absence of USE results) conducted by the University. Additionally, upon entrance support is given depending on the categories of the entrant's disabilities. Besides, the PFUR has put effort to ensure equality throughout the whole study programme and on campus, which units multicultural students. Teacher, manager and students have to sign a code of honour, according to which education at PFUR implies mutual understanding and communication in terms of internationalism, friendship and respect for cultural and religious characteristics. Several alternatives for material stimulating students such as academic and social allowances and scholarships have been running in order to offer opportunities for students in weak living circumstances. What is more, a Women's committee dealing with issues relevant for women in education exists.

Student with disabilities are enrolled without competition. However, during the on site visit, the reviewers identified that not all parts of the HEI are accessible to disabled students, especially parts of the library. The panel therefore recommends broadening access to disabled students in all parts of the HEI by either offer special assistance or through rebuilding measures on a long term view. The HEI informed the reviewers that working spaces for students with locomotors disabilities are arranged on the first floor of the library. If there is a need to use the reading room stock, the students may apply to the delivery room librarians on the first floor and ask for the required literature. Even though the HEI has established assistance for disabled students, the panel recommends broadening access to disabled students in all parts of the HEI by through rebuilding measures on a long term view.

## **2. ADMISSION (ADMISSION PROCESS AND PROCEDURE)**

Information on admission is to be found in the 'Admission Regulations in the Federal State-Funded Educational Institution of Higher Professional Education "Peoples' Friendship University of Russia" for Teaching in Main Higher Professional Education Programmes for Academic Year 2012/2013, Order of January 31<sup>st</sup>, 2012 No. 52.

In order to gain admission to the study programme at hand, applicants need to have a higher professional education (Bachelor's degree; Specialist's degree; Master's degree.) confirmed with a state-recognized document and need to pass a competitive selection. No professional experience is required but it is desirable that the applicants have basic knowledge of economics and/or management. Also, at the time of admission, entrants need to have good comprehension of English, confirmed with an interview and written examination in test form, except when English skills are proved by PFUR diploma of translator, PET (Preliminary English Test), FCE (First Certificate in English) or TOEFL.

Foreign citizens, holding a Bachelor's degree or the Specialist's degree with the higher Professional education, or the Specialist's degree, or foreign document confirming education, recognized as equivalent in the Russian Federation to the Bachelor's degree or the Specialist's degree with the higher Professional education, or the Specialist's degree, are admitted for education on Master's degree programme. Foreign students admission is further determined by the "Order of foreign citizens intake to Master programmes of the Peoples' Friend-

ship University of Russia”, introduced by the rector's order №179 from September 3<sup>rd</sup>, 2006). Admission requirements for foreign students are knowledge of the Russian language at the prescribed level. The following groups of people are enrolled out of competition provided they successfully pass the entrance examinations: Orphans and children without parental care; disabled persons; other groups of people subject to applicable law of Russian Federation.

The selection procedure shall be governed by the ‘Regulations for Entering the Master’s Degree Programme of PFUR in 2012, List of Master’s programmes in 2012’. The selection procedure includes a written interdisciplinary examination (four questions, 180 minutes) and an interview with the programme director. The number of people admitted to state-maintained Master’s degree programme in each major is determined by the admission quotas approved by the Federal Agency for Education.

Transfer from one programme to another normally takes place during the first year. Provision on Student Transfer Regulations of 1998 (as amended under the Minister for Education’s orders in 2001 and 2010) establishes the rules of a student’s transfer from one educational institution to another (Order on Adopting Procedures for Transferring Students from One Higher Education Institution of the Russian Federation to Another). According to Chapter 4 of the admission regulations named above, admission of Russian citizens to the second and subsequent years is possible along with an undergraduate professional education certificate, academic transcript and higher professional education certificate. Admission of foreign citizens to the University is, according to point 17.1 of the admission regulations, performed in accordance with Chapter 4.

Documents and information governing admission to the University, as well as the competition results, ranked lists containing the score, and enrolment orders are available on the Admission Commission stand and on PFUR’s official Homepage. Moreover, information on the admission procedure is to be found in booklets and brochures and communicated during specific open days. Applicants’ written papers are checked and marked by several commissions. The total sum is calculated by summing the points awarded for each of the 4 questions. The results are known not later than the day following the examination. To provide transparency, a list of candidates, giving their score, will be published on the University’s official website and displayed on the Admission Commission stand.

## Appraisal:

The admission requirements are defined and transparent. The national requirements are presented and taken into consideration. By enrolling students having a higher professional education and by proofing English skills, the admission requirements ensure that qualified students are admitted. With a view to the opportunity for students to be placed in higher semesters directly, criteria are to be found within the admission regulations.

English language skills, interview and entrance tests are the relevant criteria relating to an admission decision. The panel holds the view that the selection procedure ensures the acquisition of particularly qualified students in line with the goal of the programme. Professional experience is, as it is also the case in many Master programmes in Europe, no admission requirement, and therefore according to the panel not relevant.

Foreign language competence is to be ensured via PFUR diploma of translator, PET (Preliminary English Test), FCE (First Certificate in English or TOEFL. Information on the minimum score can be found in the information brochure “Masters’ programmes in English” by the PFUR. However, nor the kind of examination neither a minimum score has been defined by PFUR in the admission regulations. Also, no minimum standard has been set for foreign applicants when it comes to foreign language competence. [...] A minimum score assures, according to the reviewers, that students enrolled are able to actively participate in the

classes held in a foreign language and also ascertains that students enrolled share a comparable level in English.

The admission procedure is described, explained in a logical and transparent manner and documented for and accessible to the general public. The HEI provides information on the admission requirements and the admission procedure online and in brochures. Prospective students can moreover ask for personal information. The admission decision is based on objectifiable criteria and is communicated in writing.

### 3. Implementation

#### 3.1 Structure

The intramural full-time Master programme “International Marketing” provides a two-year education with a total of 120 ECTS-Points, with each semester being equally credited with 30 ECTS-points. Each credit is based on a notional 36 hours of student study time. The curricular workload (lectures, seminars, group consultations) provides approximately 50 per cent of the general educational term. Besides the core curriculum, the elective part of the professional curriculum includes four blocks of optional disciplines, with each containing two disciplines. Also, corresponding with the Federal State Educational Standards, all disciplines are divided into general and professional/specialization cycles and include a practical component and research work. As the PFUR states, the courses are structured from general courses to specializations. According to the HEI, relevant stakeholders like employees and students evaluate the lectures on a regular basis in order to scrutinise the objective of the programme.

The module structure is shown in the following illustration:

Module No.	Title of Module / Submodule	Credit points in Semester				Total			Method of teaching  i.e. lecture course, seminar	Form of Examination and its duration
		1.	2.	3.	4.	Hours in Class	Hours Self Study	Teaching hours per Week (based on 18 weeks)		
<b>M1</b>	<b>Module 1. General Scientific Course</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>90</b>	<b>90</b>	<b>5</b>		
M1.1	Contemporary Issues of Management Science and Industry			3		54	54	3	L, S	test, 90 min.
M1.2	Professional Foreign Language	2				36	36	2	S	Written work, 60 min. and oral examination 60 min.
<b>M2</b>	<b>Module 2 Professional Course (basic)</b>	<b>11</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>324</b>	<b>324</b>	<b>18</b>		
M2.1.1	Management Economics	3				54	54	3	L, S	Written work, 90 min.
M2.1.2	Research Methods in Management	4				72	72	4	L, S	Integrated examination in the form of two tests (60 min each)
M2.1.3	Theory of Organization and Organizational Behavior	4				72	72	4	L, S	Written test 90 min.
M2.1.4	Corporate Finance		3			54	54	3	L, S	test, 90 min.
M2.1.5	Contemporary Strategic Analysis		4			72	72	4	L, S	test, 90 min.
<b>M2</b>	<b>Module 2 Professional Course (variant)</b>	<b>3</b>	<b>5</b>	<b>9</b>	<b>0</b>	<b>288</b>	<b>306</b>	<b>16</b>		
M2.2.1	Marketing Metrics (effectiveness of marketing projects)	3				36	54	2	L, S	computer test, 60 min.
M2.2.2	Marketing Management in International Companies		3			54	54	3	L, S	test, 90 min.
M2.2.3	Marketing Audit		2			36	36	2	L, S	test, 90 min.
M2.2.4	Integrated Marketing Communications in International Companies			2		36	36	2	L, S	essay, 90 min.
M2.2.5	Marketing Planning			2		36	36	2	L, S	test, 90 min.
M2.2.6	Socially Responsible Marketing in the Context of Globalization			3		54	54	3	L, S	Oral exam
M2.2.7	Corporate Marketing at Global Markets			2		36	36	2	L, S	test, 90 min.
<b>M2</b>	<b>Module 2 Professional Course (optional subjects)</b>	<b>2</b>	<b>6</b>	<b>6</b>	<b>0</b>	<b>180</b>	<b>252</b>	<b>10</b>		
M2.3.1/	Business as a Financial System: International Standards/Marketing Analytics	2				36	36	2	S/L,S	computer test 30 min./ computer test 30 min.
M2.3.2										
M2.3.3/	International Economics/Conflict Management		3			36	54	2	L,S/L,S	written test 90 min./ written test 90 min.
M2.3.4										
M2.3.5/	The Legal Regulation of Economic Activity/International Strategic Alliances		3			36	54	2	L,S/L,S	test 60 min./ Written test, 90 minutes
M2.3.6										
M2.3.7/	Global Wholesale and Retail Chains/Latin America: New Attitude to the Policy of Sovereignty			3		36	54	2	L,S/L,S	Written work, 90 min./Written work, 90 min.
M2.3.8										
M2.3.9/	Negotiations with foreign partners/Branding of states, regions and territories			3		36	54	2	L,S/L,S	total test, 60 min./test, 90 min.
M2.3.10										

Please describe further modules / semesters in similar fashion

Course Works	2	2	2						
Research and Scientific Pedagogical Practice				15					
Students' Scientific Research	10	10	10	7					
State Examination				8					
Master Thesis Defense									
<b>Sum</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>882</b>	<b>972</b>	<b>49</b>		

As for the application of the European credit Transfer and Accumulation System (ECTS), the main elements of ECTS-system have been used according to the PFUR, that is to say the implementation of credits, grades in accordance with ECTS and characteristics of the educational workload. In correspondence with the requirements of the federal state educational standards of higher professional education, the educational workload in Graduate School is performed does not exceed 14 hours per week, which allows choose optional and elective courses proposed by relevant chairs. Questionnaires, as the PFUR states, are being used as a means to monitor and analyse students' workload. Also, a Diploma Supplement has been introduced. As for modularization, the Russian State Educational Standards provides the division of subjects into cycles, within the framework of each cycle exist subjects of federal, regional (institutional) components. As the HEI explains, the strictness of this scheme in some cases does not allow the university to bring changes into curricula, while elaborating its educational programmes.

Modules according to the Russian State Educational Standards have been described in module descriptions enclosing purposes and targets of the subject, contents, final results (knowledge, abilities and skills), acquired competences and a list of obligatory and recommended literature. The description of subjects is uploaded by educators in the local network of the institution or on their personal web page. The mastering of each specific subject (module) is usually terminated by an examination.

Term examinations are conducted in periods of examination sessions, usually in the form of a test and a written work; the duration varies between 30 and 90 minutes. During the academic year the following forms of control are implemented: mid-term and final attestations, analytical note (volume up to 7 pages), summaries of work, creative essay, which are held in the form of tests or in form of questions suggested by the educator. In the final semester a final examination is conducted, which includes the defence of the final thesis and the passing of state examinations, in accordance with the State Educational Standard of higher professional education for the study programme at hand. The State examination includes a test (computer testing using test programmes) and the main part (in oral and written forms). The procedure of final certification is determined by the Regulations on the State Final Certification of Graduates in PFUR.

Requirements for the volume and structure, admission procedure as well as requirements to the State Examinations and assessment as a whole are defined by regulating documents of People's Friendship University of Russia (assessment regulations, standard regulation about final certification, regulations on the procedure of the internship of students in the Peoples' Friendship University of Russia, regulation on organisation of educational process under the credit system, regulations on the course examinations and credits in PFUR, regulations on the graduation thesis and regulations on the State Final Certification of Graduates in PFUR).

## Appraisal:

In the structure of the student workload the ratio of core subjects, specialisations and optional electives is weighted in a balanced manner. Several optional classes on different issues provide, as the panel holds the view, the opportunity to broaden and systematize the theoretical and problem content of the obligatory courses. The structure therefore helps to set the objectives of the student workload and the students to acquire the skills related to the objective. Also, the amount of credit points per semester is evenly spread throughout the study programme.

Credit points and workload specifications have been implemented. Also, the concept of modularisation has been introduced to the programme. The module descriptions contain in particular a detailed description of the learning outcomes and acquisition of skills. No information on the emphasis of the individual module grades for the final grade is given within the module descriptions. But since the Russian higher education system does not use a final

grade this information is not relevant. For the list of compulsory reading and recommended literature the panel points out that the references are partially too extended. There are up to 28 compulsory readings and 66 recommended sources plus diverse internet links for one module. Especially the following modules are affected: “Modern Problems of Management and Production”, “Theory of Organisation and Organisational Behaviour”, “Modern Strategic Analysis”, “Conflict Management”, “Legal Regulation of the Business and Foreign Economic Activity”, “International Strategic Alliances”. Furthermore the quality of the module descriptions differs a lot. Therefore the reviewers advice the PFUR to revise the module descriptions in the following points: literature list, content, expected learning outcomes and competencies to be acquired. Additionally, the reviewers came to the conclusion that the number of examinations within the modules is too high throughout the modules. Integrated module examinations have not been implemented in the study programme at hand, since the modules continuously consist of at least two examinations: mid-term and final attestations. [...]. Besides, clear and reliable information about all assignments is to be assured via the module descriptions since, according to the module descriptions, each module is assessed via final certification (2 academic hours in the form of test and written work) only.

A set of study and examination regulations exists and has been verified by legal experts. The structural requirements for the programme have been implemented. The option of spending periods of time at other HEIs and in practice without any loss of time is envisaged in relation to the mode of study, mainly via cooperations with other HEI. However, the process as well as criteria of credit transfer from programmes offered by the same or another institution, as laid down in the Lisbon Convention, has not become clear to the reviewers. With respect to the Lisbon Convention, which was ratified by Russia in May 2000, rules for the recognition of credits achieved at other higher education institutions or externally achieved credits have to be laid down within the study programme concept. [...].

A sample of a diploma supplement was handed out to the reviewers, also indicating the relative grade of each module. However, no grading percentage table referring to the final grade is included in the students’ diploma supplements, showing the percentage of students achieving the respective grade category in previous cohorts. The HEI claims that all diploma supplements are of the form established by the Russian Ministry of Education and Science, and this form does not provide for any grading percentage table. Likewise to the transfer of credit points the reviewers are of the opinion that a grading percentage table is an important element within the Bologna recognition and therefore an indispensable element in the accreditation procedure. [...].

[...], the student workload on the programme is manageable. During the on site visit, the reviewers found out that workload monitoring and adjustment does formally not take place (see chapter 5.1).

## 3.2 Content

The curriculum is subdivided in three different components. The general scientific subject cycle includes the modules “Modern Problems of Management and Production” (in some documents named “Contemporary Issues of Management Science and Industry”) and “Professional Foreign Language”. The professional component consists of the following modules: “Management Economics”, “Research Methods in Management”, “Theory of Organisation and Organisational Behaviour”, “Corporate Finance”, “Modern Strategic Analysis” (in some documents named “Contemporary Strategic Analysis”, and the marketing related core subjects “Marketing Metrics”, “Marketing Audit”, “Marketing Management in International Companies”, “Integrated Marketing Communication in International Companies”, “Marketing Planning”, “Corporate Marketing at Global Markets” and “Socially Responsible Marketing in the Context of Globalisation”. Subjects to be selected are “Business as a Financial System: In-

ternational Standards/Marketing Analytics”, “Legal Regulation of Business Activity/International Strategic Alliances”, “Global Wholesale and Retail Networks/Latin America: New Attitude to the Policy of Sovereignty” (in some documents named “Latin America: A New View to the Politics of the Sovereign State”) and “International Economics/Conflict Management”.

According to the HEI, the qualification title “Master of Economics” corresponds with the programme content and national requirements. The programme description “International Marketing” reflects the focussing of the curriculum.

As the PFUR states, preparation of students for practice during the whole period of studies is of top priority i.e. through case examples and case studies. In addition employers participate in department meetings on the regular basis and are part of the scientific council. Teaching staff with business experience teaches individual modules or whole disciplines of the programme (i.e. “Integrated Marketing Communications”, “Marketing Planning”, “Marketing Audit”, “Marketing Management in International Companies”) to link theory and practice. Theoretical and practical contents are finally combined when writing the Master’s thesis.

As the HEI describes, the programme “International Marketing” stimulates interdisciplinary thinking. The training process involves not only the teaching staff of the Department of Economics but also the Department of Foreign Languages and the Institute of World Economy and Business. The HEI points out that the final state exam is interdisciplinary, too.

Likewise, great importance is given to the training of methodological competences, specifically understanding theories and practical application of knowledge. One of the most effective means of achievement of this is carrying out of classes in the form of discussion of relevant issues. Due to own information of the PFUR, the programme also allows students to master the appropriate methodology required to implement educational and research work. To achieve these goals and to ensure that the graduates can understand and assimilate specialist literature, the Department of Economics employs a range of measures such as student teaching practice, participation in conferences and round-table talks, in research projects supervised by eminent scientists and experts and writing and submitting articles to scientific journals.

The state exam as part of the final assessment includes a test (computer-based), and a main part (in written and/or oral form). In addition, students have to write a Master’s thesis. Finally, the defence of the thesis is conducted on a session of the examination committee. The defence of the graduation thesis takes the form of a report by the author, who is given, usually, 10-20 minutes.

## Appraisal:

The overall objective of the Master study programme is the training of highly professional personnel having advanced knowledge of international Marketing. In the view of the panel, the programme at hand contains many important and contemporary courses and the contents of the programme are in principle adequate for the Master study programme at hand, with the mixture of modules being balanced in terms of content. Also, regarding the sequence of the modules, they are logically aligned to one another and with the qualification and competence goals. The electives included on the programme enable students to acquire beneficial skills in accordance with their own preferences.

The reasons for the qualification title are given and the title is in line with the focus of the programme content and the national requirements. Also, the programme description corresponds to the content of the curriculum.

Speaking with company representatives, teaching staff and students, the panel members came to the conclusion that theoretical questions are geared towards application fields to promote employability on the programme. Elements such as case studies and guest lecturers with business experiences are envisaged to link theory and practice. Likewise the reviewers confirm that the programme promotes interdisciplinary thinking.

Finally, the programme ensures that graduates have methodological competence and are empowered to conduct academic work and can understand and assimilate specialist literature, i.e. within the context of the module "Research Methods in Management". The level of performance in examinations and the thesis are aligned with the learning outcomes of the module in terms of form and content. However, the amount of assessment within each module and overall study programme is too high (see chapter 3.1).

### 3.3 Internationality

International and intercultural aspects are implemented in the study programme. Master students have the opportunity to study abroad at one out of twenty partner universities without interrupting the education in the People's Friendship University. Besides, all study groups at the University are put together on an international basis. The HEI points out that the PFUR is the only university in the world where you can find students from more than 140 countries, which enables to create a unique multicultural atmosphere. At present there are 17 2<sup>nd</sup>-year master students in the programme at hand, with four of them coming from abroad. Five out of 17 students of the first cohort were foreign students.

As for international content, students, according to own information of the PFUR, regularly receive lectures and scientific reports of the partnering universities. Almost half of the modules explicitly take into account international and/or intercultural aspects.

According to the university, teachers of the Faculty of Economics regularly take professional development courses in foreign universities (including sub-programme Mobility 7 of European Union Framework Agreement). Besides European guest professors are invited to teach in the programme and there are foreign teachers among the programmes' permanent teaching staff.

Foreign languages, both on a basic and professional level are an integrated and obligatory part within the study programme at hand with the purpose to gain knowledge and active use of at least two languages. Students can choose between English, German, Spanish, French, Italian and Chinese. The professional language course aims at preparing master programme students for professional activity in a foreign language environment; for using the foreign language in their scientific research; analysing and processing the information obtained through studying professional literature in foreign languages; documenting the results of the work done in the form of abstracts and papers in the foreign language. Besides the teaching language of the modules "Integrated Marketing Communication in International Companies" and "Research Methods in Management" is Russian and English.

#### Appraisal:

The panel members came to the conclusion that the international orientation of the programme equips graduates with the skills they need to perform the tasks required in an international and inter-cultural environment. An emphasis on international and inter-cultural content in the curriculum promotes international problem-solving consistently.

With 23 to 29 per cent, a significant proportion of the student community of this programme comes from abroad. The panel holds the view that the composition of the students' commu-



nity and student exchanges, which are part of the programme, equips graduates with the skills they need to perform the tasks requires in an international environment.

The international composition of the teaching staff corresponds to the requirements of the programme. Some of the teachers have international experience either in professional or academic fields. What is more, international guest speakers are invited on a regular basis to hold lectures and discussions about relevant subjects. In opposite, PFUR's lecturers take professional development courses in foreign universities.

A sufficient number of contact hours in a foreign language and sufficient use of foreign language material are undertaken and equip graduates with the skills they need to perform the tasks required in an international environment.

### 3.4 Additional acquisition of knowledge and skills

The study programme at hands provides, as the PFUR states, special attention to target-oriented training experience and skills in applied and research area in order to broaden students' creative mind and scientific ideology, train skills of independent research work, bring up needs in constant self-improvement, work out capabilities of purposeful, efficient applying of given knowledge in professional activity and skills of working in group. Conferences and scientific-investigational seminars, during which presentations of investigation projects results are presented, are an integral part of the study programme at hand. Moreover, IT skills are to be improved as well as students' foreign language skills.

Great attention is paid to civil education. The readiness to cooperate with colleagues and the ability to work in teams shell be acquired and trained throughout the study programme with interactive work being the main teaching and learning method. When it comes to communication and rhetoric skills, court hearings are simulated within the most disciplines. The creative component involves a speech delivered using computer-based presentation or flip chart. Some practical questions are resolved through brainstorming or "aquarium" when only 2-3 students are involved in the simulation and the others are observers. Besides, the teachers apply micro-group and open space forms when joint classes of master students from different Master's programmes are organised.

Additionally, the aim of the programme is to provide students with the ability of taking into consideration the specifics of local business culture of foreign countries and the ability of adaptation to the work in poly-ethnic and international groups. A regular training on "Cross-cultural Aspects of Negotiating" is conducted through a DAAD programme and includes small-group work, conflict resolution and role-play. As for personal development, students shell be prepared to find organisational and management solutions and be able to critical assessment of own strong and weak points.

#### Appraisal:

As the panel states, the development of generic skills such as an educational component, which is not specifically related to the final qualification, is provided on the programme on a consistent basis. Among others, specific modules on ethics are included in the curriculum, such as "Socially Responsible Marketing in Globalization Conditions".

Also, in a number of modules, students are required to present the results of their studies and practice teamwork, whereby the ability to publicly communicate is convincingly fostered. The development of rhetorical skills is also aimed in courses such as "Cross-cultural Aspects of Negotiating", where students among others handle a simulated case. Equally, leadership concepts are taken into account in the programme.

### 3.5 Teaching Methodology

The university explains that lectures (introductory/overview, thematic/problematic, revisional/generalizing, explanations, stories), seminars (including broad conversations, reports and their discussion, workshop surveys, discussion of written works, theoretical conference, role-playing games, debates seminar press conferences), independent work of students (preparation of creative essays, abstracts and summaries and participation in colloquia) and e-learning components are part of the teaching methodology. An important component of the methodical system during the training is, as the PFUR states, the use of technical tools, i.e. for demonstration and research. Great attention is finally paid to writing essays, term papers and final thesis. According to the PFUR all teaching methods are logically aligned with the aims and goals of the programme.

As for teaching and learning materials, textbooks or manuals for the relevant course, guidelines for students on independent work and the study of the subject, methodical recommendations for the implementation of case studies, exercises, and trainings, guidelines on the implementation of term papers and dissertations, a programme of the final (term) examination for the subject in form of a list of questions or tests and handouts as well as visual aids, including workbooks, reference and text book publications, computer textbooks audio and video materials, are used. Also, compulsory and recommended readings are implemented.

According to the PFUR, guest lecturers with special experiences are invited on a regular basis. Student assistants are not involved in the Master study programme at hand.

#### Appraisal:

The logic of the teaching methodology as laid out in the self evaluation report in principle is adequate to lead students to the final qualifications; it is described and explained in a logical and transparent manner. A diverse range of methods is used on the programme, tailored to the specific modules. What is more, case studies and role games are used as part of the curriculum and are aimed at developing the students' skills. Additionally to the regular study programme, guest lecturers teach on the programme. According to the reviewers, the guest lecturers bring special experience to teaching, contributing to the students' development of skills.

Talking about teaching and learning materials, they are of the required quantity and quality and are available to the students at the required level promptly and online. Nonetheless, the reviewers recommend the HEI to providing more materials in English, since only a small amount of English literature or in general, only few materials in English were provided to the panel during the on-site visit (see also chapter 3.3).

Student assistance is no part of the support strategy regarding the study programme at hand. The panel holds the view that student assistance in lectures is not relevant in a Master programme.

### 3.6 Skills for employment / Employability (Asterisk Criterion)

The PFUR states that the programme includes the following employment opportunities for Masters: Russian and international FMCG companies, governmental and non-governmental organisations, research facilities and academic institutions. With the aim to improve students' employability, the Master programme also includes methods of self-development and self-training. By offering electives, students are given the opportunity to specialise within their desired field. According to the PFUR, various independent research companies conduct surveys to identify employers' opinions. The information obtained becomes basis for annual

updates and enhancements of the programme which, as the PFUR states, also has a great impact on students' employability.

The PFUR in this context underlines the long-standing and wide-ranging relationships to local, national and international employers, which are i.e. expressed among others in practical trainings within the companies and round tables. What is more, revision and improvement of the curriculum does take place under companies' assistance

## Appraisal:

Due to the analyses of the HEI and discussion with the students, the panel is in no doubt that graduates of the programme will be employable, given the international context and the wide cooperations of the HEI. The curriculum content is such that it is possible to achieve the employability aspired to in the programme objective and to get a degree, which has an explicit profile with regard to the content. The respective criterion is judged as being met. However, the reviewers recommend investigating employability on domestic and international markets by evaluating the careers of the HEI's alumni constantly (see also chapter 1.2).

## 4. Academic Environment and framework conditions

### 4.1 Teaching staff

The Master's degree programme is implemented by scientific and teaching personnel having, as a rule, relevant major education according to the subject they teach, and scientific degrees, and systematically performing scientific and scientific-methods activities. According to the university, 27 lecturers are involved in the programme, with three persons holding the degree "Doctor of Science" and 24 holding the degree "Candidates of Science". 18 of them are full-time teachers and nine are visiting professors.

When preparing the curriculum, the involvement of teachers in other education programmes and their teaching load are, due to information of the PFUR, taken into consideration. The scientific content and the educational part of the Master's degree programme is generally managed by the University's full-time staff member having a doctoral degree and/or the title of full professor for the relevant area and at least three years of experience in higher Professional education institutions. The Department also pays great attention to training junior professionals under the Department's post-graduate programmes. Also, the education programme may only be implemented by teachers who have passed competition in accordance with the internal order and been interviewed by the Programme's head and coordinators. The procedure of appointing a teacher to the position (on the competitive basis) is performed considering the University's strategic and professional requirements (Order No. 284 of the Ministry of Education and Science of Russia, dated September 15<sup>th</sup>, 2009,). The attestation commission will then decide whether the teacher's qualifications are sufficient for the current position or if the applicant does not qualify for the current position.

As for training, lecturers are, due to PFUR's statement, updated about new developments dealing with subjects taught in the study programme at hand. Teaching staff also actively participates in national and international conferences, forums and round tables. During the teachers' certification and further education, evaluation results are taken into account. They are basis for developments, changes of positions and dismissals of the teaching staff. Thus, for instance, if the monitoring results reveal a low level of electronic material use, special courses are arranged to improve the teachers' computer literacy, electronic textbooks preparation etc.. If the monitoring reveals the necessity to increase the level of foreign language knowledge, special foreign language courses are arranged.

Due to PFUR's statement, active intra-University collaboration is promoted, regarding both department-based relations (resulting in collaborative development of teaching aids, common scientific works, joint conferences and round tables) and relation with HEI's administrative bodies. Cooperation within the university units and coordination of programmes and modules is held regularly.

Regular supporting and consulting of students by teachers is, as the HEI claims, an integral part of services provided. Each teacher can be consulted on personal matters as well as for individual consulting of those developing their library-research papers, term works and Masters' qualification papers. The portal <http://economist.rudn.ru> allows teachers and students to communicate on-line. Teachers can post i.e. materials in text formats and video- and audio-formats via their personal account. Besides, teachers can arrange online tutorials via Skype.

## Appraisal:

The lecturers have great practical background, but especially above average academic qualifications, which was demonstrated by extensive publications and research. According to the CVs of teaching staff provided by the HEI, a number of lecturers have long-year experience in teaching. In addition, the staff's pedagogical/didactical qualifications are in line with their tasks and have been verified. In addition, the teaching staff must provide evidence of their pedagogical and teaching qualifications through regular assessment from which further education measurements are derived. The reviewer received a table on the integration of teaching competences along with the self documentation, which revealed that the lecturers' teaching loads, in general, meet the established regulation. Appointment procedures are implemented taking account of the strategic and professional requirements of the HEI. Also, regular trainings and further qualification of PFUR's lecturers are implemented.

Regarding internal cooperation, the department regularly hosts joint events. However, it became obvious that the internal cooperation has not been described in detail. Moreover, regular exchange between all lecturers involved does not yet take place structurally. Consequently, the reviewers recommend the PFUR establishing regular meetings for all teaching staff members involved in the Master study programme at hand and also to communicate international cooperation more clearly.

As affirmed by students of the PFUR during the on site visit, the counselling of students by teaching staff is intensive. Student support and coaching are an integral part of the services provided by the teaching staff and are offered on a regular basis. E-mails are answered fairly quickly. The teaching staff is available to the students outside of the specified office hours as well. Also, weekly fixed consultation with the Programme Heads, Deans and with the Rector are offered. Where necessary, the students are given support with academic and related issues.

## 4.2 Programme Management

The Programme at hand is directly controlled by the Head of the Department of Economics. The Head arranges, as the PFUR claims, near-term and long-term academic process planning within the Master's programme at hand considering its goals and objectives. The Programme Head provides control over the curricula and education programmes, developing necessary academic documents, the quality of education process and objective evaluation of students' progress in their studies and extra-curricular activities, assuring the students' qualifications meeting the requirements of the Federal State Educational Standards. The Programme Head also assists teaching staff in mastering and developing innovation programmes and technologies. He organises activities aimed at preparing and conducting final attestation. Beyond that, the Programme Head controls students' academic loads, partici-

pates in enrolment of students and takes measures for keeping their number at the necessary level, in scheduling lessons and other students' activities. He also makes proposals on improving academic process and managing the institution, participates in selecting and positioning of teaching staff and other employees as well as in arranging the procedures of their qualification improvement. Finally, the programme Head participates in preparing and conducting the attestation of teaching staff and other employees of the institution, participates in developing and supporting the educational institution's teaching resources and is involved in equipping and replenishing libraries and curriculum offices with educational and scientific literature and periodicals.

According to PFUR's information, a working plan exists in order to support administrative support as well as decision making processes, skills and responsibilities. The activities are guided by the working plan, by the resolutions of the University's Academic Board and Rectorate, by the resolutions of the Faculty Board of Studies. Students are involved in decision making via students' organisations, such as faculties' student councils, councils of student homes, regional students' organisations, associations of fellow-countrymen, and women's committee. Generally speaking, the main student activities include establishing and developing students' organisations in accordance with PFUR Regulations, promoting the improvement of academic process, scientific work of the University's students, representing PFUR students' interests and protecting them in front of faculties' deaneries and the University's administration. As the PFUR states, great attention is paid to teaching staff completeness and to the quality of their academic and teaching qualifications within the structure of the academic process, considering their involvement into other education programmes.

An Advisory Body solely for the study programme at hand does not exist. However, an Academic Council for the Faculty of Economics is established. According to the PFUR, the Faculty Academic Council has the following responsibilities:

- to define the key areas of teaching, educational, scientific, economic and other activities of the faculty;
- to coordinate educational, methodical and scientific activities at the departments and faculty;
- to approve curricula, course programmes, research plans of departments, reports of postgraduate students and Academic Council committee chairmen, the chairmen of State Examination Board;
- to assign special grants and bonuses to students and teachers and finance the faculty income and grants and salaries fund savings, as well as to participate in the creation of funds aimed at social protection of students, postgraduates, interns, teachers, and other faculty staff;
- select professors, assistant and associate professors, senior lecturers, assistants, research staff for a 5 year term if the faculty has suitable vacancies, as well as recommend the President to conclude contracts with selected teachers;
- to make proposals to the Academic Council concerning candidates for department head positions if the faculty has corresponding vacancies;
- to consider the applicants' cases and make recommendations to the Academic Council on proposals to awarding academic titles such as professor, docent, associate professor, senior researcher, as well as honorary degrees in science and technology, an Honorary Professor, etc.;
- to apply to the Academic Council for opening new and abolishing the existing programmes, departments, independent courses, laboratories, research units, as well as their reorganisation;
- to recommend students for admission to the postgraduate course;
- to create commissions responsible for certain areas of the faculty's activities;
- to solve other problems of the faculty management deputed to the Faculty Scientific Council competence by the University Statutes.

## Appraisal:

As the panel came to know, the Head of the department coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly. As for quality management, the reviewers criticize the process of workload evaluation which is, according to information of the PFUR, part of the Programme Director's responsibilities (see also chapter 5.1).

The administration acts as a service provider for students and teaching staff. However, with regard to who is responsible for which tasks, the panel holds the opinion that more information should be given on the persons involved and their interactions in terms of progress organisation and administrative support for students and teaching staff. Also, the panel recommends the HEI offering further education courses to the administrative staff.

There is no Advisory Board specifically for the study programme at hand, but there is a Council on faculty level. The responsibilities of the Faculty Academic Council are defined and the results of the advisory process are taken into account in the development of the programme. Even though, the panel holds the view that an Advisory Body, especially in the case of the internationally oriented Master programme at hand, is of great importance, also in terms of quality assurance and development of the contents. Thus, the reviewers advise the PFUR to establish an Advisory Body, consisting of representatives from the academic field and business area and with the aim to hold regular meetings.

## 4.3 Cooperation and partnerships

The Department, due to own information, proactively collaborates with different HEIs and other academic institutions such as the Institute of World Economy and International Relations of the Russian Academy of Sciences, the Institute of Europe of the Russian Academy of Sciences, the Institute of Latin America of the Russian Academy of Sciences and universities of Russia and foreign countries (such as MGIMO University, Russia, the Russian Presidential Academy of National Economy and Public Administration, Financial University and others). As the PFUR points out, the representatives of the cooperating organisations are involved in all stages of the programme implementation (first of all, in developing curriculums) and participate in different "feedback" mechanisms (participation in department seminars, meetings with students, etc.). Cooperations with international academic institutions are executed to establish cooperation in scientific research, educational activities, student exchanges, academic exchanges and with the aim of improving the teaching staff's qualifications. Therefore, professors and lecturers working under the programme give lectures and scientific reports in the partnering universities. Also, students in the study programme at hand can optionally spend one or two semesters abroad.

Within the Master study programme at hand the Department of Economics cooperates both with Russian and foreign companies. The university states that efforts to develop cooperation with companies and other organisations are aimed at improving the programme and teaching quality. Cooperation results are used to adapt the curriculum to the students' needs and to include contemporary problems.

## Appraisal:

Talking about cooperations with HEIs and other academic institutions and networks, the reviewers were particularly impressed by the numerous cooperations on both national and international level, resulting in different activities such as lecturer and student exchanges, joint conferences, guest lectures and special events with relevant participating representatives. Likewise, the panel members appreciate the current cooperations with enterprises. As the panel learned, representatives from companies participate in conferences and as guest lec-

tures. In addition, most of the partner enterprises and organisations offer placements via contracts with the PFUR for PFUR's students.

## 4.4 Facilities

Classes are conducted in lecture halls and seminar rooms, both with multimedia equipment and internet access. Moreover, the PFUR houses 3 Wi-Fi access points; 5 linguistic laboratories and an information technology room. The Faculty of Economics has its own material and technical resources, laboratories, practical and research facilities stipulated by the curriculum and corresponding to the existing sanitary and fire prevention regulations and norms. According to the PFUR, all entrances to the university's buildings and hostels are equipped with access ramps; the study buildings have elevators as well as wide doorways and corridors. The cafeterias offer special clinical nutrition.

A research library was established along with the foundation of the University and was reorganised in 2008 into the Teaching/Learning Information Library Center. The Library is always open apart from Saturdays and in the late evening. The Library's stock counts 1,800,000 pieces and is, as the PFUR claims, updated monthly. What is more, the library's stock is made of print and electronic publications of main study and additional literature for general and professional subjects. The electronic catalogue was introduced in 1990. Since 2010, the PFUR Electronic Library System has been providing readers with information and an access to full-text documents. Electronic resources, such as LexisNexis, eLibrary.ru, East View (Publications on social and humanitarian disciplines), Grebennikov.ru (journals on marketing, management, finance, personnel management) etc are available to and demanded by both students and teachers. The stock of additional literature, in addition to textbooks, includes official, reference and specialized periodicals for the programme students. The Electronic library system allows individual access for each student from any point, where there is any Internet connection. There are 33 computers in the library rooms – these are fully stocked workstations with all necessary software. The development plan is, as the PFUR states, revised on a regular basis to appropriately meet the needs of education programmes. At least twice a year, the Department's teachers apply for new scientific and educational books considering the students' wishes. The free-access room is equipped with an automated loan station based on RFIT technology.

The Teaching/Learning Information Library Center is surrounded by reference rooms with a total of 770 seats. Delivery desks and reading rooms of the Teaching/Learning Information Library Center are located in five buildings of the University. Some rooms are also used for group trainings; three rooms are equipped with multimedia appliances. Wi-Fi is available in the library's rooms and halls.

### Appraisal:

In the view of the panel, the number and size of teaching rooms and the equipment of all learning facilities are in line with the needs described for the programme, also taking into account of the use of resources for other programmes. The campus is fully equipped with modern information technology. Free access to a Wi-Fi network is available for students. However, the PFUR should make sure that WIFI access is continuously guaranteed. The HEI consider needs of and suitable equipment for disabled persons. Even though during the site visit the reviewers found out that there are access problems to the library for physically challenged persons. They strongly recommend considering needs and suitable equipment for disabled persons in all parts of the building and removing barriers, especially regarding access to the library.

A library is available. A development plan for the library for 2012/13 was handed in after the on-site visit took place. Due to access to a great number of textbooks the panel members judge the criterion as met. Also, literature, journals as well as digital media are geared to the programme contents and are up to date.

The library is also open during vacation for a sufficient period. The opening hours and the support service take into account the students' needs. Contrary, the number of library workstations available to students is judged as just met due to their little number. In this regard, the HEI should expand the number of workstations in the library.

## 4.5 Additional Services

In the University, there is a Centre for promotion of employment of the PFUR students and alumni, which collaborates with over 100 public and business organisations and companies. By representing the PFUR on the labour market and keeping close contacts to a wide range of employers, it is aimed to assist students and alumni in entering the job market. It also informs students and alumni about practical studies, trainings on probation, and vacancies offered by leading employers and conducts among others presentations, workshops, conferences, job fairs together with employers. Psychological consulting at the employment is also offered to students. The center for promoting job selection and employment uses an online resource, the "PFUR Practices and Employment", created for efficient interaction between the PFUR students/alumni and PR departments of employers.

According to own information, many alumni stay in touch with their departments, faculties, and professors beyond graduation. For the purpose of contact keeping PFUR Friends Association was established at the University. Its activities are aimed at the University's supporting relations to alumni of different generations, as well as at collaborating with Russian and foreign alumni in various areas, including giving alumni an opportunity to continuously improve their qualifications. The Department for Working with Alumni was established for the coordination of all activities which involve alumni – including alumni and alumni's associations and organisations in the University's scientific, research and goodwill projects.

The issues of social development at the University are addressed by a number of divisions, first of all by the Social Development Authority, which mainly focuses on arranging recreation and health resort treatment for the employees and their families, welfare assistance for employees and teaching personnel, issuing social allowances and certificates for employees, teaching staff and students, issuing work incapacity certificates and other. Also, the Student Council, a public authority of self-governing for the University's students, focuses its activities solving the vital problems of college kids, developing their social activities, and supporting social initiatives. One of major functions of the Council is representing and protecting social, labour or other rights and legal interests of students at PFUR. Besides, there are several alternatives for material stimulating students such as academic and social allowances and scholarships.

### Appraisal:

Careers advice and a placement service are offered for the students/graduates to promote employability via different ways. Besides offering assistance in entering the job market, the Centre for promotion of employment also keeps students and alumni updated on practical studies, trainings on probation, and vacancies offered by leading employers.

An alumni organisation has been set und with the aim of developing an alumni network. Also, annual meetings do take place. On the PFUR homepage, one finds an extra section for



Alumni with relevant subsequent groups. Contact details of responsible persons are also given on the website. Sufficient (staff) resources are available for this purpose.

Additionally, counselling and welfare services are an integral part of the HEI's services and are offered on a regular basis. Students are supported individually and confidentially on all questions associated with daily life.

#### 4.6 Financial planning and financing of programme (Asterisk Criterion)

A strategic Plan of Development and PFUR faculties institutes and other divisions' development plans has been developed according to own information, and financial planning is performed clearly and in accordance to the named plan. The individual education programme is funded on a centralized basis within the framework of the PFUR general budget that, in its turn, has various revenue items, such as: Aid grants of the Ministry of Education and Science of the Russian Federation (public money), allocated to the University for each PFUR student entering the 1<sup>st</sup> year of study or already studying on the state-subsidized basis – basic (budgetary) funding; earnings from students studying on contractual basis, receipts from academic pursuits and developments performed by the University (various grants, work under business contracts) and earnings from various activities provided for in the PFUR Regulations (supplementary education, further education, providing various educational services). The financial plan is being managed and controlled by faculties' deans or institutes directors. Each programme is funded according to the Cost Estimate for Implementing a Higher Professional Education Programme, adopted by PFUR, on the basis of the following cost components underlying the basic higher Professional education programme implementation:

- Teaching staff salaries,
- auxiliary educational staff salaries,
- administrative & managerial staff salaries,
- students' maintenance allowances,
- educational materials for opening the programme,
- information and library teachware,
- IT-support and computer resources for teaching/learning and scientific activities,
- upkeep of study rooms, including renovations and community charges and of utilities,
- laboratory and other equipment; technical teaching aids,
- arranging practical classes and on-the-job trainings,
- consumables,
- publishing activities,
- further training of teaching staff,
- upkeep of study rooms and students' homes,
- research expenditures,
- sports center,
- students cultural center,
- polyclinic,
- communications services,
- learning and practice classes,
- travelling,
- international activities as well as
- safety and security.

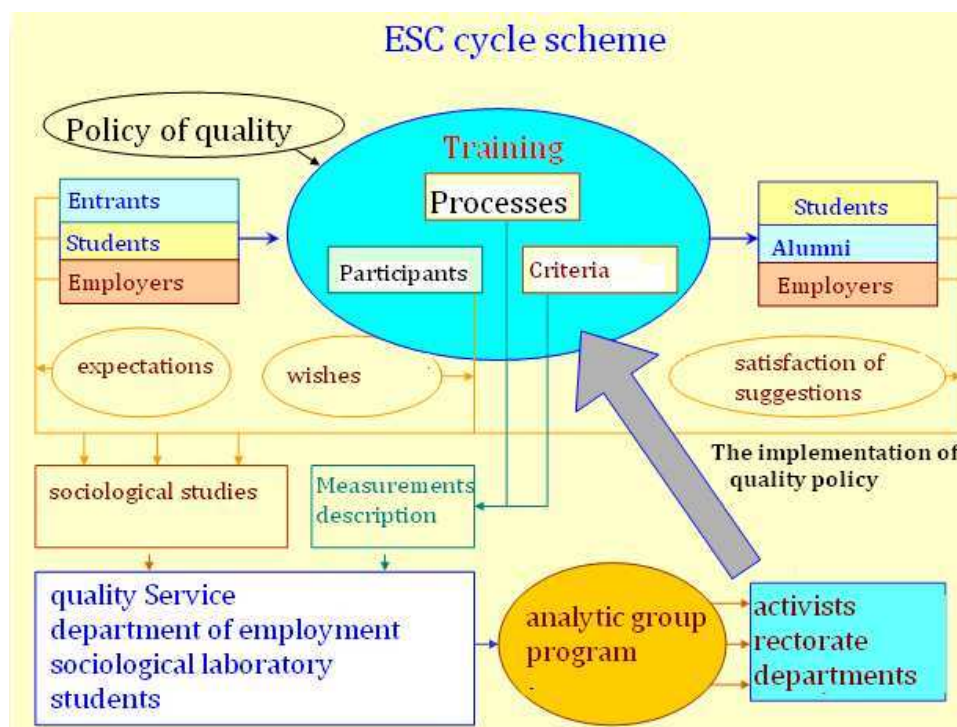
#### Appraisal:

The HEI has described a short and medium-term financing strategy, which includes a reasonable degree of detail and is transparent. In addition there are agreements concerning the basic funding

A general budget exists. Within the limits of a review process and with regard to financial stability of the HEI in recent years, the panel concludes that financial stability is ensured for the current programme cycle and the entire accreditation period.

## 5. QUALITY ASSURANCE

According to own information, PFUR activity quality enhancement strategy is set out in “Strategic Plan for PFUR Development for the period until 2012, adopted at the University-wide Conference of PFUR Scientists, Teachers, Staff Members, and Students” of January 31, 2006. This document defines key activities, their strategic goals, and quality enhancement areas. In addition, the programme at hand is, due to HEI’s own information, updated on a yearly basis with consideration of the development of scientific knowledge, technologies and the social sphere. Regulations on the appointment, objectives, structure and functions of the quality system of PFUR (“The Internal Quality Management System”), as approved in 2006, do exist. It includes information on the quality management and its objectives, the questionnaires used, Students Quality Commission as well as the structure of the quality system cycle, which can be illustrated as follows:



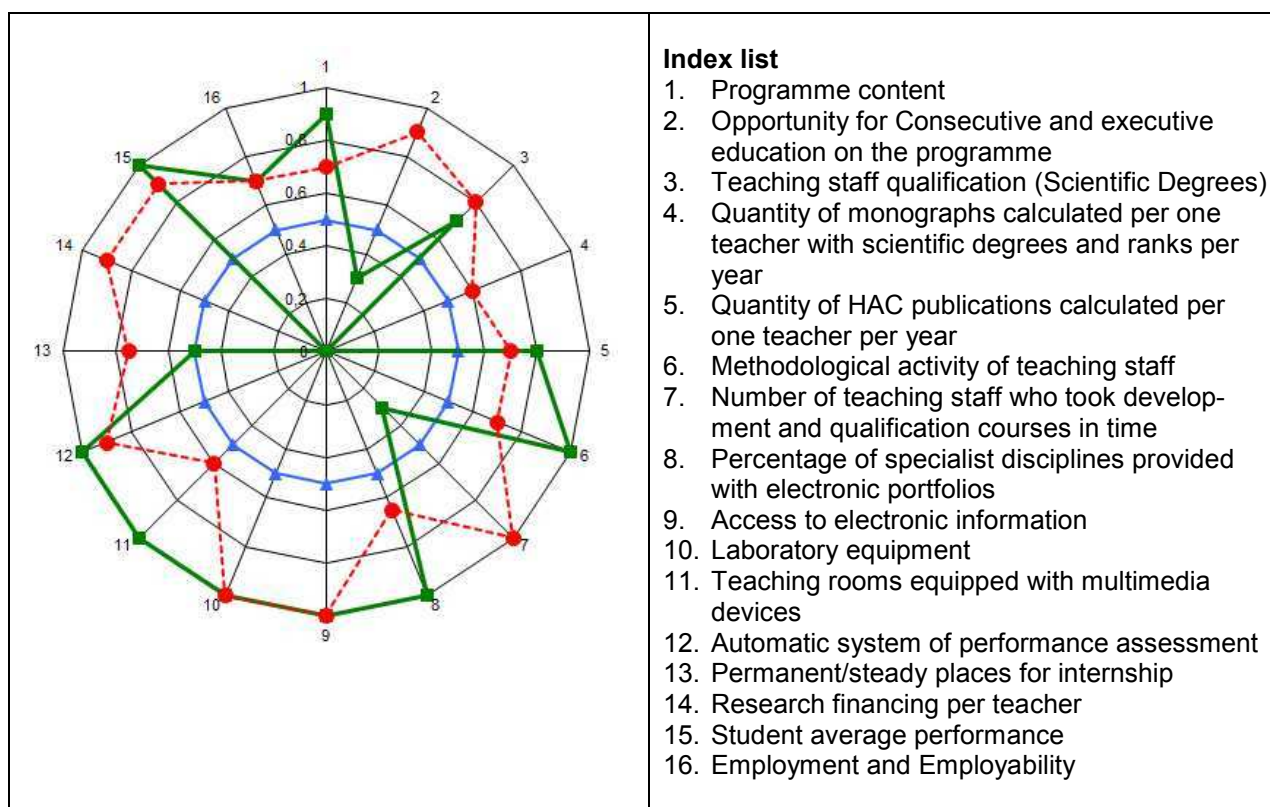
It comprises the following steps:

1. Monitoring of business processes
2. Data analysis
3. Preparation of strategic and operational plans to ensure quality
4. Taking Action
5. Monitoring at a new level

As for quality management, a system, taking into account both a quality assurance policy and the University development goals, has been introduced. In order to provide control over implementation of PFUR Education Quality Assurance Programme, the Education Quality Department of Educational Policy Directorate annually monitors criteria and analyses education productivity in each faculty and area of study. The indicators obtained are entered into the database where they are normalized in compliance with established rules. The Data will

then be analysed and used for the creation of strategic and operating plans of quality assurance. Finally, measures will be taken, leading to a new level of monitoring. For each activity of the University, quality parameters and their edge values (indicators) are defined for the period from 2005 to 2012 both for the entire PFUR and for each faculty and institute. Periodic reports on meeting these indicators are discussed at University-wide conferences, where amendments are made; the results are published as medium-term programmes of PFUR, faculties and institutes development. Measures on the Programme implementation are discussed during the year at the meetings of the Academic Board, Rector's Office, University Management Commission, meetings at the Rector's, Pro-Rectors' briefings. Currently, a new strategic plan for PFUR development for the period until 2016 is being developed. As the PFUR states, its quality management system has been recognized in meeting the requirements of ISO 9001:2008 by AFNOR Certification; IQNet (International Quality Network), and GOST R certification system (Russia).

Quality diagram "International Marketing":



(green – 2010 fact; red – 2010 plan; blue – the lower limit of achievements within the norm)

The assessment of PFUR training quality by students (monitoring of students' satisfaction) is performed on a regular basis by social research, including enquiry of students from all faculties, resulting in reports available at PFUR Education Quality website and accessible to all students, parents, and other interested parties. Also, PFUR attaches great importance to continuous communication with the Student Quality Commission. The Student Commission has been operating at PFUR since 2006, providing among other tasks control over arrangement and quality of training at faculties and institutes of the University, participation in education quality assurance programme development, control over courseware supply, coordination of its activities with the faculty/institute quality service, making proposals to faculties' Education Boards on adding new subjects into the curriculum, informing students on terms of and procedure for compensation for missed classes and passing examinations and providing for assistance to junior students within educational framework. What is more, direct communication of the Rector with the students at regular meetings and via e-mail are, according to PFUR; arranged on a regular basis. Results of the latter meetings are to be found at the Stu-

dent Commission web page. Finally, regular meetings of Deans (institute directors) and their deputies with faculties' student education quality commissions take place.

As for quality assurance regarding teaching personnel, PFUR's education quality assessment (teacher satisfaction monitoring) is performed on a regular basis and includes enquiry of teaching staff of all faculties. Reports and comparative studies regarding teachers' quality assurance are published at PFUR Education Quality website and are accessible to all interested parties. Research outcomes and scheduled relevant measures are discussed and approved by the Academic Board of PFUR and faculties' boards of studies.

Educational activities regarding the study programme at hand are performed on the basis of a set of legal documents including among others the Russian Federation Law "On Education" dated July 10<sup>th</sup>, 1992 No. 3266-1, Federal law No. 125-FZ dated August 22<sup>nd</sup>, 1996, "On Higher and Post-Graduate Professional Education, Russian Federation Government Order No. 71 dated February 14<sup>th</sup>, 2008, "Guidelines on Approval of Model Regulations on Higher Professional Education Institution" and PFUR Regulations. A Curriculum for the academic year 2011-2012 in the "International Marketing" Master's degree programme exists and was approved on July 15<sup>th</sup>, 2011. Requirements for content, volume and structure of the State Final Certification, as well as the requirements for state examinations, are set out in the following PFUR legal documents: Regulations on the course examinations and credits in PFUR and Regulations on the graduation thesis of the Students of Peoples' Friendship University of Russia (Rector's Order No. 856 dated December 8<sup>th</sup>, 2008).

Information about activities within the programme is presented in annual reports on executing the Faculties' Development Medium-Term Programmes discussed on the sessions of the University Management Commission, general conference of the University's teaching staff, students and employees; this data is later published and distributed in all PFUR subdivisions. Also, the Department regularly submits documented reports on all activities performed during the academic year, to be published in every academic year's Annual Reports on Scientific and Pedagogical Activities of PFUR. The Annual Reports provide among others general information about the University, academic work, quality of education, scientific work, international activities, social development and extra-curricular activities.

## Appraisal:

The panel members came to the conclusion that the PFUR has formulated quality targets for the development of programmes and regularly assess their implementation. Its system of quality assurance and development is designed comprehensively so that continuous quality improvement of the institution can be achieved. Also, a quality assurance and development procedure exists, which is used systematically to continuously control and monitor the quality of the programme content, processes and outcomes (quality circle). Teaching staff and students are involved in corresponding committees to plan and assess the quality assurance and development procedures.

Evaluation by the students and teachers is carried out on a regular basis and in accordance with a described procedure. An evaluation questionnaire for Master study programme was handed in to the reviewers along with the self documentation. The reviewers are on the one hand particularly impressed by the numerous questions in both the questionnaire for students and for teachers. On the other hand, the essential questions only ask for general answers. I.e. students are asked if they are satisfied with their current schedule of classes (with no specification), how they rate the quality of scheduling classes for the current semester etc. Neither course-related nor overall workload is being assessed in the students' questionnaire. Also, as the reviewers have come to know, monitoring results are only communicated to the Head of chairs, but not to students, especially information regarding lecturers' performance.

[...].

Alumni and organisations are involved in the quality circle, even though more in an informal way. The panel recommends the HEI to involving third parties in the quality assurance circle in a more structured manner and to also implement alumni-tracking studies in more detail.

As for the description of the programme content, the panel states that the programme is described in detail and the description is constantly updated. The documentation is available to interested parties, both in hard copy and electronic form, and it ensures a high level of transparency. Also, the activities which take place during the academic year are continuously documented and published in an annual report. Active press relations work is carried out.