

# Decision of the FIBAA Accreditation Committee for Programmes



**105<sup>th</sup> Meeting on 24 November 2017**

<b>Project Number:</b>	16/129
<b>Higher Education Institution:</b>	Russian Presidential Academy of National Economy and Public Administration
<b>Location</b>	Moscow
<b>Study Programme:</b>	Marketing (MBA)
<b>Type of Accreditation</b>	initial Accreditation

The FIBAA Accreditation Committee for Programmes has taken the following decisions:

According to § 12 (2) in conjunction with § 16 (1) in conjunction with § 16 (2) of the “Special Conditions for awarding the FIBAA Quality Seal for Programme Accreditation “FIBAA Programme Accreditation””, the study programme is accredited with two conditions.

Period of Accreditation: 24 November 2017 and finishing at the end of Summer Semester 2022

Conditions:

1. An international perspective with regard to the graduates’ employability in an international context is shown in the programme’s objectives/orientation (source: EQUAL MBA Guidelines), see chapter 1.2;
2. A wide range of international aspects is visible in the programme’s contents and provides the students with an international learning experience (source: EQUAL MBA Guidelines), see chapter 3.3.

Proof of meeting these conditions is to be supplied by 24 August 2018.

The FIBAA Quality Seal is awarded.



## Assessment Report

---

---

**Higher Education Institution (HEI):**

Russian Presidential Academy of National Economy  
and Public Administration (RANEPA)

---

**Master study programme:**

Marketing

---

**Qualification awarded on completion:**

Master of Business Administration (MBA)

# General Information on the study programme

---

**Brief description of the study programme:**

The objective of the programme is to form marketing leaders for the top and middle management of enterprises and organizations. The graduates of the programme should be able to effectively solve development problems in the market conditions based on high corporate competitiveness, competence in modern management and marketing technologies.

---

**Type of study programme:**

master programme

---

**Projected study time and number of ECTS points assigned to the study programme:**

20 months, 52 ECTS points

---

**Mode of study:**

part-time

---

**Didactic approach:**

Study programme with obligatory class attendance

---

**Double/Joint Degree programme:**

no

---

**Scope (planned number of parallel classes) and enrolment capacity:**

12 – 25

---

**Programme cycle starts in:**

winter semester

---

**Initial start of the programme:**

winter semester 2006

---

**Type of accreditation:**

Initial accreditation

# Procedure

A contract for the accreditation of the programme Marketing (MBA) was made between FIBAA and the Russian Presidential Academy for National Economy and Public Administration (RANEPA) on 03 February 2017. On 29. May 2017, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation were met.

At the same time, FIBAA appointed a review panel. The HEI agreed with the chosen experts. The panel consisted of:

**Prof. Dr. Sabine Haller**

Berlin School of Economics and Law  
Professor of Services Management  
Programme Director of the Bachelor Programme: International Business Management

**Prof. Dr. Uwe Koch**

Luebeck University of Applied Sciences  
Professor of Transportation, Logistics, Supply Chain Management, Telematics

**Prof. Dr. Manfred Sargl**

Universität der Bundeswehr München  
Professor for Finance and Controlling

**Ass. Prof. Natalia Trifonova**

St. Petersburg State University of Economics  
Director of the Master's program "International Business" SPbSUE  
Director of the further training program (Gazpromexport) "Development of International presence in the APR region"

**Dr.-Ing. Tyll Weber-Carstanjen**

SIMEX GmbH & Co.KG  
Proprietor

**Erik Grimm**

University of Cologne  
Student of Business Administration (M.Sc.) with the Major Supply Chain Management and the Minor Corporate Development  
concluded: Business Administration (minor Economics) (B.Sc.)

FIBAA project manager:

Ass. Jur. Lars Weber

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and a site visit. The site visit took place on 27/28 June 2017 at the HEI's premises in Moscow. The same cluster included an appraisal of Top Manager (MBA). On end of the on-site visit the panel gave a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on 16 October 2017. The statement on the report was given up on 28 October 2017, it has been taken into account in the report on hand.

# Summary

The programme Marketing (MBA) offered by Russian Presidential Academy of National Economy and Public Administration (RANEPA) fulfils with few exceptions the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on 24 November 2017 and finishing at the end of Summer Semester 2022, under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration. This includes fulfilling the requirements set by the EQUAL MBA Guidelines.

The panel members identified need for improvement regarding the following aspects international orientation and international contents<sup>1</sup>. They recommend the accreditation on condition of meeting the following requirements:

1. An international perspective with regard to the graduates' employability in an international context is shown in the programme's objectives/orientation (source: EQUAL MBA Guidelines), see chapter 1.2;
2. A wide range of international aspects is visible in the programme's contents and provides the students with an international learning experience (source: EQUAL MBA Guidelines), see chapter 3.3.

Proof of meeting these conditions is to be supplied by 24 August 2018.

Furthermore, the quality requirements that have not been fulfilled – Ethical aspects (chapter 3.1), Internationality of the student body, Internationality of the faculty, Foreign language contents (all chapter 3.3), Cooperation with HEIs and other academic institutions or networks (chapter 4.3), Information on activities during the academic year (chapter 5) – are not an asterisk criteria and therefore do not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

The panel members also identified several areas where the programme could be further developed: Contents (chapter 3.1), Structure (chapter 3.2), Didactical concept (chapter 3.3), Internationality (chapter 3.4), Cooperation (chapter 4.3) and Quality Assurance (chapter 5).

The measures that the HEI takes in order to implement the recommendations of the panel members are to be considered during the re-accreditation.

There are two criteria in which the programme exceeds the quality requirements:

- Multidisciplinary competencies and skills, see chapter 3.5,
- Student support by the faculty, see chapter 4.1.

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

---

<sup>1</sup> These aspects are asterisk criteria which means that they are essential for the study programme.

## Information on the institution

The Russian Presidential Academy of National Economy and Public Administration (RANEPA) was founded by Presidential Decree in 2010. This foundation involved the merger of two previously existing academies: The Academy of National Economy (ANE), which was established in 1977, and the Russian Academy of Public Administration (RAPA), which was established in 1991. The merger also brought together 12 other state educational institutions. Each of the merged academies had already earned reputations as leaders in training Russia's political elite. From the moment of its creation in 1977, ANE prided itself as a breeding ground for future ministers. With the beginning of economic transformations in Russia in the 90s of the 20th century, ANE changed its strategic model from training members of the 'Nomenclatura' to providing high-quality business education for a new generation of leaders by becoming an institute of higher education that offers a wide array of academic opportunities in management. The Academy of National Economy was given a new status as the leading training, methodical, and scientific centre for civil servants' retraining by Presidential Decree in 1995.

After the merger the RANEPA became the largest socioeconomic and humanities university in Russia and Europe that rightfully occupies the top lines in all national Russian ratings. By Presidential Decree in 2011, the Academy has the right to establish educational standards and requirements for the educational programmes of higher education that it implements independently.

The MBA programme Top Manager, accredited in 2001, and the MBA programme Marketing, accredited in 2005, are professional retraining programmes with the Master of Business Administration (MBA) qualification for the top and middle management executives who possess strategic individual competitive advantages in all spheres of business.

The MBA programme is offered by RANEPA's Institute of Management and Marketing department (IMM).

# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1 Objectives of the study programme (Asterisk-Criterion)

The objective of the programme is to form marketing leaders for the top and middle management of enterprises and organizations. The graduates of the programme should be able to effectively solve development problems in the market conditions based on high corporate competitiveness, competence in modern management and marketing technologies. The programme considers the main requirements, such as: expert knowledge, academic ability, general employment in the workplace, and personal development.

To achieve the set objectives of the programme it provides:

- training of professional managers in the field of marketing for companies and enterprises on the basis of developing previous experience in business, management and marketing;
- acquisition at a new level of the relevant knowledge on marketing management developing in the sensitive current business sphere;
- development of competencies enabling to apply the acquired knowledge in various, even non-standard business situations;
- forming skills to marketing management in the terms of permanent changes and ambiguity;
- developing students' strategic thinking, entrepreneurial skills, and the ability to innovate.

#### Appraisal:

The qualification objectives of the MBA programme are explained and convincingly presented in relation to the target group of top and middle management employees as well as the targeted professional field of marketing in enterprises and other organisations. The objectives embrace an academic proficiency and a comprehensive employability of the programme's alumni. Furthermore, awareness of social issues and the development of the individual student's personality are considered. Overall, the programme's objectives correspond with the aspired Master level at graduation according to the Dublin descriptors. The MBA programme is also in line with the Russian national requirements for Master/MBA programmes.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1*	Objectives of the study programme (Asterisk Criterion)			X		

### 1.2 International orientation of the study programme design (Asterisk Criterion)

RANEPA aims at constantly increasing the scientific content and teaching methodologies in the programme in order to meet international standards for MBA programmes. These activities led to the development of long-term international relations with similar business schools and centres of management and consulting in Germany, UK or Spain (regarding cooperation with other higher education institutions see chapter 4.3). RANEPA state invites regularly professors

from Germany, Austria, Great Britain and Switzerland to conduct classes in the programme. An international orientation of the programme is also taken into account in the learning process based on the analysis of specific situations, the implementation of case studies, and the study of specialised literature.

According to RANEPA the MBA programme has an international significance and corresponds to all the requirements applied to the quality of similar programmes in other countries.

## Appraisal:

RANEPA's self-evaluation report and the talk rounds during the on-site visit made clear to the panel that meeting international standards for MBA programmes is an objective of the programme at hand. This is shown in the contents of the courses (see chapter 3.1) and the modes of delivery (see chapter 3.3). Nonetheless, in the view of the panel the MBA programme' design does currently not appropriately take into account the required international aspects, which benefit the graduates' employability. The focus of the courses is business in Russia. The ability of working in an international context (e.g. via international content or regarding business relations with Russian neighbour states, Europe, Asia, etc.) is not visible in the programme's objectives. Hence, an international perspective, which challenges the students to think beyond national borders, is missing. The panel therefore recommends the **condition**:

An international perspective with regard to the graduates' employability in an international context is shown in the programme's objectives/orientation (source: EQUAL MBA Guidelines).

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2*	International orientation of the study programme design (Asterisk Criterion)				condition	

## 1.3 Positioning of the study programme

The target group of RANEPA are students from all over Russia. However, the fact that the MBA is a part-time programme studied beside an employment narrows the catchment area. The MBA programme therefore competes especially with higher education institutions throughout the Moscow region (e.g. Moscow State University). Reasons for students to study at RANEPA are in particular the practitioners from various business fields that are involved in the teaching. The high level of application (e.g. via case studies) is another strength of the programme. In addition, the adequate fees for the high quality further education study programme are attracting students to study the MBA at RANEPA.

The placement of the graduates on the job market is determined by the fact that MBA students already work in good positions. The main objective of the programme is to increase the chances of the students to take the next step in an already started career. This aim is reached, via the development of academic knowledge and skills and strong links between the professional education and the personal development of future managers. Upon completion of training a Marketing graduate is able to conduct professional activity as a head of a company or its functional unit or as a deputy. They are ready to perform (amongst others) the following types of professional activities:

- general director;
- commercial director;
- development director;
- director / head of marketing department;



- branch director.

Due to the need for highly qualified personnel in Marketing the Institute of Management and Marketing department offers the specialised MBA programme at hand. The MBA programme Marketing was established in 2006? and is successfully running since then. According to RANEPA, the MBA programme follows its general aims by reflecting the political and economic realities of our time and by preparing creative leaders with a broad outlook, perspective thinking, and ability to structure and highlight main objectives, to collect and analyse necessary information to take responsible decisions and to communicate them.

### Appraisal:

The reasons given for the positioning in the (regional) educational market of the MBA programme are plausible. RANEPA analysed its competitors and explained its strengths to the panel comprehensible during the on-site visit. Furthermore, the programme is successfully offered for many years.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. Regarding the placement of the graduates on the job market the panel agrees with RANEPA that the students increase their attractiveness to employers through studying the programme. The possible job positions seem also comprehensible to the panel.

The MBA programme is successfully running since many years and its qualification goals are in line with RANEPA's mission. The embedding of the MBA programme in the overall strategic planning of the University was not described clearly during the on-site visit. However, the panel has no doubt that the MBA programme with its long history is integrated adequately into the university's programme portfolio.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		

## 2. Admission

Applicants for the Marketing programme need to have a higher education degree at any level (Bachelor degree, Speciality degree, Master degree) in one of the following areas:

Major code	Major name	Level of education (Bachelor's degree, Speciality, Master's degree)
38.03.01, 080100.65, 38.04.01	Economics	Bachelor's degree, Speciality, Master's degree
38.03.02, 080200.65, 38.04.02	Management	Bachelor's degree, Speciality, Master's degree
38.03.08, 080300.65, 38.04.08	Finances and Banking	Bachelor's degree, Speciality, Master's degree
38.03.03, 080400.65, 38.04.03	HR management	Bachelor's degree, Speciality, Master's degree
38.03.05, 080500.65, 38.04.05	Business informatics	Bachelor's degree, Speciality, Master's degree
38.03.04, 081100.65, 38.04.04	State and local management	Bachelor's degree, Speciality, Master's degree

Higher education degrees from other countries are accepted in case of a state nostrification.

Furthermore, applicants must have at least two years of leading professional work experience after their first graduation as:

Job title	Experience (in years)
Director general or deputy of director general	2
Commercial director or Deputy of commercial director	2
Department director or deputy of department director	2
Head of department or deputy of head of department	2
Unit manager or deputy of unit manager	2

Applicants who fulfill the conditions are invited to the selection procedure. The selection is made on the basis of a written test and an oral interview to check on the motivation of the applicants. The admission test lasts 45 minutes and consists of 22 questions from mathematics, economics, management and general knowledge aimed at identifying intellectual abilities, general erudition, and the candidate's level of professional training. The score for the test is set at 50 points for each correct answer. A candidate who scored at least 600 points on the test results is recognised as a successful candidate. The results of admission tests are communicated to the candidate no later than 14 days from the test date. The results of the interviews are documented in minutes and are explained to the applicants after the interview.

The admission requirements are published in the "Admission rules to the programme at the Russian Presidential Academy of National Economy and Public Administration for training in the additional professional programme MBA Marketing".

The counselling work for prospective students is done by the programme management, who is available personally or via e-mail for answering questions and providing information on the MBA programme. Days of Open Doors and other events are conducted to promote the programme. Prospective students can also attend trial lectures to get an impression of studying at RANEPA.

### Appraisal:

RANEPA defined first-degree requirements as well as the necessary work experience/positions of potential students for the MBA programme. In the view of the panel the admission requirements are comprehensible and in line with the Russian national regulation. The necessity of two years professional work experience and the selection process with a personal interview are in line with the MBA Guidelines. The selection procedure with the written test as well as an interview is described in the “Admission rules” and ensures that qualified students are admitted. The final admission decision is communicated in person after the oral interview. Students and alumni confirmed during the on-site visit, that the admission procedure was transparent and went smoothly.

The Marketing programme includes a Business English language course but no mandatory content in English language. A specific language level is not required by RANEPA. (Regarding English language content see chapter 3.4.)

Applicants for the programme can directly turn the MBA management for clarification of specific questions, of personal aptitude, of career perspectives etc. Hence, a personal dialogue between applicants and the RANEPA is provided.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)			X		
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)					X
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		

## 2 Contents, structure and didactical concept of the programme

### 3.1 Contents

The content of the MBA programme contains amongst others the following topics:

Markets (e.g. the course Business environment), customers (e.g. Service marketing), finance (e.g. Corporate finance, Financial accounting), people (e.g. Human resource management), Operations (e.g. Marketing), information systems / communication and information technology (e.g. Information technology and sales management), business policy and strategy (e.g. Strategic management), and responsible management (e.g. Personal and professional development).

Altogether, general and special learning courses form a set of interrelated disciplines that allow to ensure:

- the combination of theoretical aspects of the functioning of the market system as a whole and of the company as an integral part of it with the development of practical methods for managing companies that are adequate to competitive economic relations;
- the ability to master the methodology of a systematic approach to identifying and analysing specific problems at the company level;
- the development of independent thinking, ability to adapt quickly and effectively to changes in the market environment.
- the willingness to develop the tools of social responsibility and compliance control in the real business system framework.

The study of the business environment, namely, the legal environment of business in general, and the marketing environment in particular, the world economy and world markets, the fundamentals of macro- and microeconomics, organisational behaviour, and quantitative methods in marketing provide a retraining of managers in the field of Marketing. Therefore, RANEPА considers the postgraduate education programmes description and the qualification title “Master of Business Administration” as appropriate.

The following table shows the curriculum of the Marketing programme:

## Sample Curriculum Overview

### Here: MBA Marketing Programme, 4 Semesters



#### Example 1<sup>st</sup> Semester

Title of Module / Course Unit	Credit Points per Semester				Workload in hours		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	Percentage of exam related to final grade
	1.	2.	3.	4.	Hours in Class	Hours Self-Study			
<b>Module 1</b>	<b>4,25</b>				<b>96</b>	<b>60</b>			<b>10%</b>
Legal framework of business	0,5				8	4	S	Exam Paper (90 Min)	
World economy and world markets	0,75				16	12	S		
Fundamentals of macro- and microeconomics	1				28	12	S		
Organizational behavior	1				28	12	S		
Legal framework of marketing activities	0,25				4	4	S		
Quantitative methods in marketing	0,75				12	12	S		
<b>Module 2</b>	<b>4,75</b>				<b>108</b>	<b>62</b>			<b>12%</b>
Corporate finance. Financial accounting	1				24	18	S	Exam Paper (90 Min) Project/Presentation	
Corporate planning, budgeting	1				20	12	S		
Management accounting in marketing and sales	1				24	8	S		
Business planning	1				16	20	S		
Workshop on the stock market activity	0,75				24	4	S		
<b>Example 2<sup>nd</sup> Semester</b>									
<b>Module 3</b>		<b>5</b>			<b>104</b>	<b>76</b>			<b>11%</b>
General management		1			24	10	S	Exam Paper (90 Min) Project/Presentation	
Psychology of management		1			8	10	S		
Strategic management		0,75			16	12	S		
Human resource management		0,5			16	8	S		
Professional manager skills: marketing design		0,25			8	4	S		
Sales management		0,5			16	8	S		
Information technologies for sales management		0,5			8	16	S		
Marketing innovation management		0,5			8	8	S		

<b>Module 4</b>		<b>4</b>		<b>76</b>	<b>60</b>				<b>8%</b>
Strategic marketing, including		3		76	60			Exam Paper (90 Min) Project/Presentation	
Marketing and competitive strategies		0,50		12	12	S			
Segmentation and positioning		0,50		12	12	S			
Marketing planning		2,00		32	20	S			
Branding		1		20	16	S			
									...
<b>Example 3<sup>rd</sup> Semester</b>									
<b>Module 4</b>			<b>7,75</b>	<b>196</b>	<b>92</b>				<b>21%</b>
Operative marketing, including			6,75	156	76			Exam Paper (90 Min) Project/Presentation	
Marketing research and analysis of the external environment			1	24	12	S			
Marketing audit			1	20	8	S			
Marketing Pricing			0,75	16	12	S			
Integrated marketing communications			2	44	24	S			
Organization of marketing management in the enterprise			2	52	20	S			
Brand building			0,25	12	4	S			
Consumer behavior			0,5	16	8	S			
Internet marketing			0,25	12	4	S			
<b>Module 5</b>			<b>3,25</b>	<b>52</b>	<b>56</b>				<b>5%</b>
Practical skills of marketing and development Director, including			2,25	32	44			Exam Paper (90 Min) Project/Presentation	
Time management			0,5	4	8	S			
Negotiation practice			0,5	8	12	S			
Practice of public speech and presentations			1	16	20	S			
Personal development and self-improvement			0,25	4	4	S			
Communication Management			1	20	12	S			

<b>Example 4<sup>th</sup> Semester</b>										
<b>Module 6 (elective disciplines 4 of 6)</b>				<b>10</b>	<b>144</b>	<b>232</b>				<b>15%</b>
Organization of interaction with marketing agencies				2,5	36	58	S	Exam Paper (90 Min) Project/Presentation		
Marketing of a manufacturing company				2,5	36	58	S			
Marketing in the consumer goods market				2,5	36	58	S			
Marketing in the industrial goods market				2,5	36	58	S			
Service marketing				2,5	36	58	S			
Trade marketing				2,5	36	58	S			
<b>Module 7</b>		<b>4</b>			<b>80</b>	<b>80</b>				<b>8%</b>
English		4			80	80	S			
<b>Module 8</b>				<b>8</b>	<b>60</b>	<b>238</b>				<b>7%</b>
Work on applied projects and graduate qualification work				8	60	238	S/T	Dissertation		
		<b>9,00</b>	<b>13,00</b>	<b>11,00</b>	<b>18,00</b>	<b>916</b>	<b>956</b>			
<i>Lecture</i>										
<i>Seminar</i>										
<i>Tutorial</i>										

Each subject in the programme has its theoretical basis, which originates from current professional discussion, which is documented in the literature. Theory and practice are linked in the curriculum via the following aspects:

- practical examples during training,
- practical application in students project presentations with regard to companies and institutions in which they are currently working,
- case studies presented by lecturers, which combine theory and practice of contemporary corporate environment,
- the graduate qualification work (thesis) which is the final linking of theoretical and practical studies.

With regard to interdisciplinarity, like mentioned above, the curriculum contains content in the areas of markets, customers finance, people, operations, information systems, communication and information technology, business policy, strategy and responsible management.

According to RANEPa, the whole logic of the MBA programme “Marketing” is subordinated to the task of gaining skills that enable graduates to master a methodology that facilitates the organisation of academic work and the acquisition of the ability to compare and understand material from specialised sources necessary for collecting initial information for writing the graduate qualification work (thesis). This aim is indicated in the description of the modules and learning objectives of each discipline of the programme (e.g. Quantitative Methods in Marketing). Various forms of independent work, such as writing research essays or the analysis of educational subjects and brief independent research is used throughout the programme.

Students are tested on whether or not they achieve the intended learning outcomes of the programme through the tests and assignments during the programme. A system of continuous assessment is used and has the advantage of students receiving continuous feedback on their progress. The continuous monitoring of student progress means that problems which some individual students may have are identified sooner, and instructors can immediately refer these students for study advising. In the Graduate Qualification Work (thesis), students are expected to formulate a research problem, formulate hypotheses, propose a research design, analyse the problem, and give possible recommendations.

## Appraisal:

The curriculum of the “Marketing” programme adequately reflects the qualification objectives of the MBA programme. The contents of the courses are logically connected and oriented towards the intended learning outcomes. In the view of the panel, the courses are combined in rather big modules with various courses. The panel therefore recommends revising the course affiliation within the modular structure. The elective courses enable the students to acquire additional competences and skills within the special areas of marketing.

The contents of the programme are in line with the EQUAL MBA Guidelines as they provide a broad range of management concepts and take into account all relevant study fields that are defined. Furthermore, the programme builds upon the prior (and current) work experience of the students. Due to the specific needs of managers in the field of marketing the marketing focus is adequate in the view of the panel. Hence, the programme name “Marketing” and the degree Master of Business Administration (MBA) and the programme name correspond to the contents of the curriculum and the programme’s objectives.



According to the MBA profile in general, as a career accelerator of experienced management, the theoretical questions in the programme are explained by means of practical examples (e.g. case studies and real business examples). Students and lecturers confirmed this during the on-site visit. There is also evidence that the programme qualifies for interdisciplinary thinking. Following the MBA Guidelines the students have courses in various fields like finance, technology, people or communication. Ethical implications might be introduced to the students in some courses. Nonetheless, the course descriptions don't provide information of this. Therefore, the panel recommends including ethical aspects in the programme or – if already there – revising the course descriptions with regard to ethical aspects.

The panel has seen a variety of examinations and examples of theses and discussed the system of continuous assessment of the students' progress during the MBA studies. The examination comply with the subject matter to be tested. The level of performance in examinations are aligned with the learning outcomes of the courses. In their final Graduate Qualifications Work (thesis) the students shall prove their ability to do scientific work and the achievement of the study programme's qualification objectives. Altogether, in the view of the panel the requirements of examinations and thesis are in line with the Master level.

Nonetheless, a typical challenge for MBA programmes is the different level of the students' academic abilities at the beginning of the studies. Hence, the panel recommends checking closely during the first semesters if the students are enhancing their scientific skills to guarantee, that all students achieve the intended qualifications.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3* Integration of theory and practice (Asterisk Criterion)			X		
3.1.4 Interdisciplinary thinking			X		
3.1.5 Ethical aspects				X	
3.1.6* Methods and scientific practice (Asterisk Criterion)			X		
3.1.7* Examination and final thesis (Asterisk Criterion)			X		

## 3.2 Structure

Projected study time	20 months
Number of Credit Points	52 Credit Points
Workload per Credit Points	36 academic hours / 27 time hours
Number of modules	8
Time required for processing the final thesis and awarded Credit Points	6 Credit Points, 216 academic hours / 162 Time hours 8 Credit Points, 288 academic hours / 216 time hours
Number of contact hours	916 academic hours in class or instructed/guided self-study time. Contact between lecturers and students is provided via intranet, e-mail and telephone.

As for the application of the European Credit Transfer and Accumulation System (ECTS), the main elements of the ECTS-system have been used: the implementation of ECTS points and characteristics of the educational workload. A diploma supplements has been introduced as well. ECTS points are assigned to all main types of educational work of a student.

All courses are described in course descriptions including information on course contents, learning outcomes and acquired competencies of the subject, type of course (mandatory/elective), teaching methods and examination.

Requirements for the volume and structure of the programme are defined in the following documents: Requirements of the Russian Presidential Academy of National Economy and Public Administration for professional training programmes for awarding qualification "Master of Business Administration (MBA)"; Admission rules to the programme at the Russian Presidential Academy of National Economy and Public Administration for training in the additional professional programme "Master of Business Administration (MBA)" in 2017; Structure of the Final Examination of the professional educational programme for obtaining qualification «Master of Business Administration (MBA)»; Guidelines on writing and drawing up graduate qualification work; Regulation on the formation of the evaluation tools in Federal Budgetary Educational Institution of Higher Professional Education the Russian Presidential Academy of National Economy and Public Administration; Regulation on the Commission for internal accreditation and quality assessment of the educational programmes in Federal Budgetary Educational Institution of Higher Professional Education the Russian Presidential Academy of National Economy and Public Administration.

In case of documented valid excuses, students are given the opportunity to take examinations in extra time according to the specific needs. The Faculty Dean gives the permission on an individual basis.

The total workload of the programme is 1872 academic hours / 1404 time hours. The MBA programme is offered in two different modes:

1. 7 full-time sessions for 2 weeks each (7th full-time session is dedicated to the defense of the Graduate Qualification Work);
2. Classes are held 2-3 times a week from 09.00 to 17.00 hours (weekends) and from 19.00 to 22.00 hours (weekdays).

The student group consists of 12 to 25 people.

The specific forms, requirements, as well as the procedure for the implementation of intermediate and final examination procedures are developed and approved by the structural units of the Academy independently and brought to the attention of the students before the

start of studying. Exam forms are amongst others written exams, essays, oral exams and presentations.

RANEPA protects gender equality at fulfilling its obligations in the frameworks of the programme and puts into effect a blanket prohibition on discrimination. Students at RANEPA in life situations, that may cause difficulties in studying (e.g. single parents, students from migrant families, foreign students, etc.) are supported by administrative and academic staff (according to the specific situation).

## Appraisal:

The programme consists of courses and modules (regarding the modules see also chapter 3.1) and assigns Credit Points per course/module on the basis of the estimated student workload. The course descriptions provide detailed information about the intended learning outcomes, the contents, the teaching methods and exam forms. They are in line with the requirements of the ECTS Users' Guide. The studies include a substantial proportion of structured contact. Based on students' success rates and information given by students and alumni during the on-site visit the panel came to the conclusion, that the programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. Nonetheless, the structure of the "Marketing" MBA does not show a balanced curriculum. The fourths semester has a much bigger workload than the semesters one to three. Reasons for that are visible to the panel. Especially due to the fact that the English language course could be switched into another semester without causing problems within the logical concept of the curriculum. The panel therefore recommends revising the curricular structure of the programme by evenly spreading the workload over the four semesters.

The regulations relevant for the programme are legally binding and contain all necessary rules including the admission requirements for the MBA programme. They take into account the national Russian requirements. Due to the fact that in the Russian higher education system a final grade is not intended, a relative grading according ECTS is not possible. Furthermore, credit transfer in further higher education excluded from transfer possibilities in the Russian Federation.

Like mentioned above the feasibility of the study programme was confirmed by students and alumni during the on-site visit. The workload in total for a four semester part-time programme seems reasonable. The system and organisation of the continuous assessment (see also chapter 3.1) is adequate and appropriate support services (administrative and academic) is ensured. Course evaluation is carried out regularly for all courses but does not include a question to check if the actual and the estimated workload are in line with each other or differ from one another (see chapter 5).

RANEPA ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout in examinations. Students in special circumstances, such as single parents or foreign students, are particularly assisted.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		

### 3.3 Didactical concept

The methodology of business education can be divided into two types: traditional (lectures and seminars) and special (analysis of cases, trainings, business games, simulation).

Traditional methods of teaching:

Lectures give students the necessary knowledge, which is used as a basis for learning by other methods. Seminar classes help to understand and discuss the information received at the lectures. At the same time, it is inappropriate to overload students with lecture material because there is simply no time for it. Many students occupy high, responsible positions, most have families, so they have to be valued by time, providing a set of educational literature and manuals for independent work.

Special methods of teaching:

One of the main differences between the MBA programme “Marketing” and others lies in the orientation toward the practical application of knowledge. This is what determines the choice of teaching methods. Among them, one can note the method of specific situations (the so-called case-studies method, or the case method), the elements of training, the conduct of business games, and the method of simulation. All these approaches are inherently “active” and use real examples from practice. The work is conducted in groups, the students jointly analyse complex business cases, work on consulting projects, and discuss current events and prospects for business development. The essence of case studies lies in the fact that students are given a description of a specific situation, which a real organisation has faced in their activities or which is modelled as real. The student must familiarise himself/herself with the problem and consider the ways to solve it. In the classroom in small groups there is a collective discussion of this case from practice. In addition to teamwork, students also develop themselves to leaders, which is one of the most important qualities of a businessperson. The MBA programme is still a great opportunity to meet with professionals in the business world, share experiences, and make new acquaintances.

For each discipline of the curriculum, the leading lecturer prepares hand-outs including basic lecture notes, presentation slides, etc. Modern information and communication technologies are used in the teaching of the courses. The materials are very convenient to use, are provided on paper and in electronic form, and are used as an auxiliary and illustrative material in class.

Visiting lecturers (some from other countries) hold lectures and conduct classes in the framework of this programme. They share practical experience in the field of business and research areas, or from the spheres of culture and politics, which has a significant impact on the development of different skills among students.

Lecturing tutors are not involved in the MBA programme.

## Appraisal:

The didactical concept of the study programme with its mix of “traditional and special” methods is described, plausible, and oriented towards the programme objectives. The MBA students are encouraged – especially through the case studies and application of the theoretical knowledge – to take an active role in creating the learning process. In the view of the panel, the amount of research projects and presentations as a teaching and learning method could be enhanced.

The panel had insight in the accompanying course materials of several courses and came to the conclusion that they are oriented towards the intended learning outcomes and correspond to the required Master level. They are up to date, digitally accessible for the students and altogether created user-friendly. Hence, they encourage students to engage in further independent studies.

Guest lecturers are invited and contribute to the students’ qualification process with their special experience. In the MBA programme such guests come mainly from companies and industry. RANEPА provided information on the lecturers which were, for example, the following experts: the head of the consulting holding company "Top Department", the head of the Public Relations Department of "Helicopters of Russia", a company which belongs to "Russian Technologies", the head of Public Relations and Advertising of the Corporate Communications Department of “Gazprom Gazenergoset”, or the former Marketing Director of the corporation “Biosphere”, “Iceberry”, and "Dymoyu”. The panel therefore comes to the conclusion that the students of the MBA programme clearly benefit from the experience of the invited guest lecturers.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2* Course materials (Asterisk Criterion)			X		
3.3.3 Guest lecturers			X		
3.3.4 Lecturing tutors					X

## 3.4 Internationality

Lecturers of the programme study foreign experiences of successful global companies and share their knowledge with students. The solution of business cases and situational tasks, compiled according to the results of the activities of leading international companies, helps students to understand better, how international business is organised. This contributes to their successful understanding of the opportunities for effective conduct of foreign economic activities by domestic companies and the peculiarities of the activities of foreign companies. Hence, according to RANEPА, the international orientation of the programme makes it possible for students to acquire profound theoretical knowledge, applied skills and practical abilities, which are necessary for performing various tasks in an international and intercultural environment.

RANEPА states that several students on this programme came to study from abroad (e.g. CIS countries) and that active work is carried out to attract foreign students to study in the MBA programme.

According to the University, lecturers of the programme have been retrained abroad and participated in the activities of organisations for training and learning business (including international ones); e.g. at Sloan School of Management (USA), Wolverhampton University (Great Britain), and other universities in Germany, France and Spain. Lecturers from Germany, Austria, Great Britain and Switzerland were invited several times to conduct classes within the study programme.

There is an English language course included in the programme, which is credited with 4 Credit Points. Furthermore, English language course materials are used in some of the MBA's courses. Both shall enhance the Business English skills of the students to enable them to work in an international context.

## Appraisal:

The international content that RANEPa describes in the self-evaluation report does not show in the course descriptions. There are no specific courses that cover international or intercultural aspects. The courses focus on business and marketing in the Russian Federation. During the on-site visit the panel discussed the matter of internationality with the programme management and lecturers and got the impression, that in some courses international aspects are partly included. Nonetheless, an MBA programme needs to have a clear international perspective. Therefore, even in case that in some courses international aspects are included, the whole programme lacks such perspective. Internationalisation and globalisation must be clearly addressed in the curriculum to fulfil the requirements of the EQUAL MBA Guidelines. The critical element is that students in MBA programmes must be challenged to think beyond national borders.

In its statement, RANEPa explains that the Marketing students study disciplines that reflect and contain international aspects, such as Strategic Management, Business Planning, Corporate Finance, Financial Accounting, World Economy and World Markets, etc. Leading teachers form in students the necessary knowledge and skills of the disciplines in the curriculum in order to create a holistic information field and an adequate perception of financial and other events at the international level.

The described international aspects might be included in the programme. Nonetheless, they are not visible in the course descriptions. Hence, the panel recommends the accreditation under the **condition**:

A wide range of international aspects is visible in the programme's contents and provides the students with an international learning experience (source: EQUAL MBA Guidelines).

RANEPa did not provide numbers or further information regarding an international composition of the student body. The panel knows that international students are often rare in part-time programmes. Nonetheless, they had to assess the criterion as not fulfilled.

The same applies for international experience of the lecturers involved in the programme. The CVs of the lecturers contain only little information on that issue. Hence, the panel did not see enough evidence to assess the criterion as fulfilled.

Furthermore, the programme does not include sufficient foreign language content. An English language course is very relevant for enabling the students to work in an international context. However, actual foreign language courses are not part of the curriculum and foreign language course materials were not provided to the panel.

All three criteria (student body, faculty, and foreign language contents) were assessed by the panel with regard to the specific requirements for internationality for MBA programmes. The panel therefore recommends strengthening the internationality of the study programmes learning environment.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)				condition	
3.4.2 Internationality of the student body				X	
3.4.3 Internationality of faculty				X	
3.4.4 Foreign language contents				X	

### 3.5 Multidisciplinary competences and skills (Asterisk Criterion)

The MBA programme provides training in communication and oratorical skills in its lectures, practical exercises, role-playing games, and psychological training. These trainings are meant to teach the students the rules of effective presentation of information material, the skills of public speaking and presentation of information, to develop practical skills of preparation, planning of presentation of material and interaction with the audience. During the learning process, each student has the opportunity to perform several times and to receive personal feedback including feedback with the use of video.

The training on the development of management and communication skills reveals the psychological structure of managerial activity and the content of individual stages of management. The specifics of the interaction between the manager and subordinates in solving managerial problems are considered. The psychological classification of types of workers and an indicative scheme of their interaction are given.

Within the programme the students study the problems of recruitment and selection of personnel, personnel motivation, communication in organisations, types of conflicts and ways of their regulation. These issues are considered from the perspective of a social worker in accordance with a set of psychological characteristics that determine the predisposition of the individual to perform their functional duties. This learning process reveals the psychological structure of leadership and management of labour motivation as well as the psychology of conflicts. The specifics of the interaction between the leader and subordinates in solving conflict problems are considered.

#### Appraisal:

Communication skills and public-speaking skills as well as cooperation and conflict handling skills are key elements of the study programme's profile. In the view of the panel, the acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is clearly ensured.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5* Multidisciplinary competences and skills (Asterisk Criterion)		X			

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

Students come to the programme after being in their jobs for several years and therefore have a certain practical experience from work. Being back to a University allows the students to see a wider context and to gain insight and possible suggestions for their own application. They already know a lot about their business, but the MBA programme shows them a broader context and profound knowledge in marketing.

In this phase of their work life, the MBA programme helps to develop professional skills, but also to develop personality, the ability to discuss, to argue and defend their views and to share their experiences with others in the class. In terms of personal development, studying helps especially in a higher professional and personal perspective, insight and skills gap, seen in a wider context, to understand the depth of the problem.

#### Appraisal:

The students in the MBA programme already work for years (after their first study degree) and have shown their employability. To reach this aim the programme is combining theoretical knowledge with practical application. Therefore, the programme promotes the ability to take a broader view and to use the skills acquired actively in new areas of work and develop them further. Hence, the programme's aim is to increase the student's skills to enable to work even more successful in their current job and to reach better job positions within or outside their companies.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		



### 3 Academic environment and framework conditions

#### 4.1 Faculty

Each module is provided with a sufficient number of suitable lecturers. Currently there are 32 lecturers involved in the programme. The selection of teachers is determined by the selected criteria:

- Subject expertise,
- appropriate personal profile and adequate skills to teach a postgraduate management course,
- professional experience.

Among the group of lecturers are professors and part-time lecturers. Nearly all of them are Doctors of Sciences or Master degree holders, which are experienced in training of managerial personnel at RANEPA and other leading educational institutions in the Russian Federation. The involved practitioners have extensive experience through their work as trainers-consultants, heads of marketing and consulting companies, or advertising and branding agencies. The following table gives further information on the lecturers scientific and practice background:

Pedagogical training is obligatory for the teaching staff. Self-development and professional development is carried out regularly. The frequency of this training is regulated by an order of RANEPA. The further training should not be carried out less than once in five years.

As common in further higher education, the involved professors teach in the MBA programme besides their regular teaching load on an hourly paid basis.

The faculty members cooperate with each other in quarterly meetings and discuss the implementation of the programme. As a result, course descriptions are adjusted, new teaching methods are discussed and introduced, topics of Graduate Qualification Works are reviewed, and problems in cooperation between the students and faculty are solved.

All professors of the MBA programme advise students on practical and academic issues. They are available via e-mail, telephone as well as before/after their lectures. In addition to consultations, according to the curriculum of the programme, students receive unique opportunities:

- to use the data bank of the programme, including information on potential business partners both within Russia and outside it,
- to obtain practical assistance in establishing direct business ties with domestic and foreign business partners.

#### Appraisal:

The structure and number of the involved faculty correspond to the MBA programme requirements and ensure that the students can reach the intended qualification objectives. The faculty's composition of professors (with business experience for several years) and part-time lecturers from the practice guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. The panel had insight in the lecturer's CVs and concluded that the amount of Master degree/PhD holders is adequate for the MBA programme. The practical business experience of all faculty members also corresponds to the requirement of a reasonable integration of theory and practice. Pedagogical and didactical skills are checked

by RANEPa and measures for the further qualification of the faculty members are implemented (and used at least every five years).

The faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

As affirmed by students of the MBA Programme during the on-site visit, the counselling of students by teaching staff is good. Student support is an integral part of the services provided by the faculty. The lecturers are available for the students by e-mail and telephone and answer questions quickly. Hence, the students are “fully content” with the support they receive.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2* Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4 Practical business experience of faculty			X		
4.1.5* Internal cooperation (Asterisk Criterion)			X		
4.1.6* Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X

## 4.2 Programme management

The Head of the programme organises the educational process as well as the current and future planning of the MBA programme. The Head of the programme also

- coordinates the activities of administrators;
- takes measures to create the necessary social and living conditions for the students of the programme;
- participates in solving the issues of professional development and professional skills of the programme's employees;
- takes part in the development and strengthening of the educational-material base of the faculty, equipping with modern equipment, educational literature, manuals and technical training aids;
- organises and conducts seminars, meetings, and conferences;
- coordinates the preparation, review and publication of teaching materials;
- checks on the implementation of scientific research and methodological work in the programme;
- is responsible for the programme's reporting and documentation;
- organises the interaction of the structural subdivision with other structural divisions of the University and interested organisations;
- ensures measures to create favourable and safe working conditions, to comply with the requirements of the rules on labour protection and fire safety.

Altogether, the Head of the programme coordinates the details of all persons involved in the implementation of the programme and ensures coherent work. The Director of the programme reports directly to the Director of the IMM Department.

The administrative staff of RANEPA and the IMM Department support students and faculty members as follows:

- infrastructure management;
- class organisation/room preparation;
- information and teaching material assistance;
- development and storage of programme's documentation;
- organisational support to Master students;
- quality assurance procedures;
- internal cooperation with other RANEPA subdivisions;
- coordination of communication between all interested parties (faculty, students, university bodies, partner companies and organisations).

RANEPA offers the administrative staff opportunities for professional development (e.g.: IT-courses, courses regarding formal/legal conditions, conflict management).

### Appraisal:

As the panel came to know, the Head of the programme coordinates the activities of everyone involved in the MBA programme and ensures that the programme runs smoothly. Furthermore, faculty members and students are supported by the administration during the entire study programme. Decision-making processes and responsibilities of the programme management and the administration staff are defined. Sufficient administrative staff is available and opportunities for continuous professional development of the administration staff are assured. Students and lecturers confirmed this during the on-site visit.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty			X		

### 4.3 Cooperation and partnerships

RANEPA states that it has close ties with the leading universities in major Russian cities. Within the consortiums "Yaroslaviya" and "Severo-Zapad" the programmes cooperate with P.G. Demidov Yaroslavl State University, the Saint Petersburg Institute of Economics and Management, the National University of Science and Technology "MISIS" and the Far Eastern Federal University (FEFU). Cooperation with these universities has a continuous impact on the programmes and contributes to the development of professional knowledge and skills of students on a permanent basis.

Furthermore, RANEPA's MBA programmes have extensive partnerships with enterprises and managers in many regions of the Russian Federation and the CIS (e.g. OAO LUKOIL, the Federal Atomic Energy Agency, OAO Dal'nevostochnoye morskoye parokhodstvo, ZAO Kompaniya Novgorodskiy zavod GARO). The cooperation is used for joint career fairs, where the companies take part and get in contact with MBA students and graduates as well as the

involved lecturers. Furthermore, guest lecturers from the business field conduct classes at RANEPА (see chapter 3.3).

## Appraisal:

The panel is impressed by RANEPА’s partner network with other universities and higher education institutions. Nonetheless, it is not clear to the panel, how the partnership is actually used in the MBA programme. Hence, the panel does not know how MBA students benefit from cooperation activities. It recommends using the high quality network with other institutions to contribute actively to the development of the student’s qualifications.

The scope and nature of cooperation with business enterprises, which is relevant to the programme is plausibly presented. The guest lecturing of business experts was already mentioned in chapter 3.3. Furthermore, the career network and the regular career fair with business partners was discussed during the on-site visit and the panel got the impression, that both such activities contribute to the development of the students’ qualification and skills.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)				X	
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		

## 4.4 Facilities and equipment

The IMM Department is situated at the campus of the university in Moscow. The classrooms are equipped with modern multimedia facilities. According to the needs of the courses the rooms are equipped with interactive whiteboards or screens, a stationary computer, an LCD projector or video overhead projector for presentations, and/or audio reproduction facilities. In computer classes, each student can perform on a single personal computer. Students are provided with a large number of equipped workplaces and premises for group work. Free Internet access (wireless) and online access to databases are provided. The buildings are equipped with elevators.

RANEPА’s library provides literature and materials on all educational courses and disciplines of the MBA programme. This includes:

- printed and/or electronic editions of basic textbooks and basic educational literature on the subjects (of basic and specific parts), which were published over the past 10 years;
- at least 25 copies of such publications for every 100 students of the programme;
- official, reference-bibliographic and specialised periodicals in the calculation of 1-2 copies for every 100 students (e.g. “International Life”, “Society and Economy”, “Issues of Economics”, etc.).

The operational exchange of information with domestic and foreign universities and organisations is carried out in compliance with the requirements of the legislation of the Russian Federation and international treaties in the field of intellectual property. The

programme provides access to modern professional databases, information and search systems, such as:

- Electronic Library System, OOO Izdatel'skiy Dom INFRA-M;
- Federal Electronic Library System “Single window of access to educational resources”. URL: <http://window.edu.ru>. Free access;
- The federal portal “Economics. Sociology. Management”. URL: <http://ecsocman.edu.ru/>;
- Administrative and management portal. URL: <http://www.aup.ru>;
- Business press. URL: <http://www.businesspress.ru/>;
- The catalogue of electronic libraries. URL: <http://www.allbest.ru/libraries.htm>;
- As well as Internet resources (e.g. <Http://www.gks.ru/>; <Https://www.cia.gov/index.html>; <Http://www.consultant.ru/>; <Http://hdr.undp.org/en>; <Http://nacproekti.ru/>; <Http://rating.rbc.ru/>).

Each student is provided with individual unlimited access to the electronic library system containing editions of educational, teaching and other literature on the main subjects studied and formed on the basis of direct contracts with right holders.

## Appraisal:

During the on-site visit in Moscow the panel had the opportunity to see the facilities of the IMM Department of RANEPА. 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 MBA programme. The buildings are fully equipped with modern information technology. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available. The buildings are barrier-free.

Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. Moreover, access to relevant digital media is available from the students' home and outside the university.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)			X		

## 4.4 Additional services

RANEPА has a structural unit named the Career Development Center. Its function is:

- to facilitate employment of students and graduates,
- to consult and inform students and graduates to build a successful career,
- and to develop business and partnership relations with employers' companies.

The Center for Career Development conducts individual work with each applicant regarding employment and further career development. It advises on the preparation of an effective resume and preparation for job interviews. The Center offers employers to connect them with students and graduates from RANEPА for practice and internships.

In addition, RANEPА regularly conducts career fairs to connect its business partners with students and alumni. Furthermore, the Center collects information about the company, analyses the media and the Internet and offers a database for job possibilities. It provides

information on the legal aspects of employment in Russia (in business, as well as public service in Russia, and aspects of employment of foreign students in Russia).

Graduates of RANEPА's MBA programmes meet at the University on the regular basis (invitations are made several times a year) and discuss business issues, the country's development, and the formation of the Russian economy. Besides such meetings, the university sends newsletters once a month to the members of the alumni association to keep in touch with the programme's graduates. RANEPА also uses the network to invite successful alumni to conduct guest lectures.

### Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. Sufficient resources are provided. An alumni organisation has been set up with the aim of developing an alumni network.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5 Additional services					
4.5.1 Career counselling and placement service			X		
4.5.2 Alumni Activities			X		

### 4.6 Financing of the study programme (Asterisk Criterion)

RANEPА is a state university and therefore financed by the Russian Federation. However, for the MBA programme in the field of further higher education tuition fees are implemented. The current tuition fees of the MBA programme are 150,000 roubles per year and 300,000 roubles for the entire MBA programme. RANEPА defined a minimum number of enrolled students (12) to start a new cohort. Nonetheless, the state university guarantees that enrolled students can finish their studies.

### Appraisal:

The programme finances itself through tuition fees, which cover the running costs. In addition, RANEPА guarantees the funding of running cohorts so that students will definitely be able to complete their studies.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6* Financing of the study programme (Asterisk Criterion)			X		

## 5 Quality assurance and documentation

The Scientific Council controls the observance of the study programmes' activities, solves the issues of educational, teaching, research and analytical work, approves the curricula and establishes the standards for the teaching workload for the faculty. It makes decisions on all matters of the educational process, including the course duration in accordance with the requirements of the Federal State Education Standards (FSES) and Federal State Requirements. RANEPA's Methodological Department checks on the compliance of the MBA programme with the academic standards. The Center of Expertise of Educational Programmes is responsible for conducting quality monitoring and organisational support. The process takes into account the results of a survey regarding the educational workload of students, and the analysis of data on the employment of graduates. The teaching staff and students participate are involved in the quality development of the programme. The Centre also accompanies internal accreditation procedures and participates in expert sessions of educational and methodological councils.

According to the Rector's Order, RANEPA conducts an internal rating of its professional education programmes on an annual basis. The ranking takes into account (amongst others) the scientific research work of professors (publications in refereed foreign publications, monographs published), the conduct of training courses by graduates of practical programmes on regular master-level programmes, or the time of the programme on the market. In this rating, the MBA programme receives good results.

The student evaluation is conducted for each course and after graduating the MBA programme. After passing the learning for each course, the programme management conducts a survey of students, offering to fill out a questionnaire. The questionnaire contains the name of the discipline, the name of the professor, several questions about understanding the topics covered in the discipline, the use of active methods of teaching in the course, the analysis of specific situations, business and role games, trainings, and materials. The final questioning after the graduation asks for feedback regarding general impression and satisfaction with the study programme in general.

Quality assurance by the teaching staff is carried out regularly in meetings with each lecturer to discuss the courses in general, talk about necessary change to improve the courses'/programmes' quality.

Regarding external evaluation RANEPA takes part in national and international university rankings and asks partner companies/partners for feedback on its study programmes. The external experts are coming from Russian and Kazakh universities as well as from company/industry (e.g. CEOs, Human Resources Manager, Regional Managers, Heads/Deputy Heads of various divisions). The experts receive curricula and course descriptions to provide RANEPA with feedback on their quality. The feedback is used for the internal processes of programme development.

The study programme is described in detail in several regulations (see chapter 3.2). Requirements for the programme content, its structure and exams are appropriately prepared, and published within the universities intranet. The description of learning results of the educational process can be found on the website of RANEPA.

According to RANEPA, information on the activities of the programme during the academic year are published in an annual report.



## Appraisal:

RANEPA implemented quality assurance and development procedures, which regularly monitor the quality of the programme with respect to its contents and processes as well as the lecturers' qualifications. The main responsibilities lie with the Scientific Council, the Methodological Department, and the Centre of Expertise in Educational Programmes. The course and programme evaluation provide information on the students' satisfaction with their studies. The used questionnaire for the course evaluation checks on various subjects. It includes a question regarding the properness of the estimated workload which allows the University to take measures if the survey results show the necessity of changes.

There is no formalised process of informing the students about the results of their course evaluation. Evidence for alumni tracking was not provided to the panel.

The lecturers are involved in the process of quality enhancement via personal talks with the programme management. External parties are also involved in quality assurance on the university level and for specific feedback on the study programmes profile and contents.

Altogether, the panel came to the conclusion that quality assurance processes are implemented and enable RANEPA to develop the MBA programme. Nonetheless, the panel recommends:

- formalising the process of involving lecturers in the quality assurance,
- formalise alumni tracking studies to check if the graduates made the intended career step,
- and provide the students with information on the results of evaluations and quality assurance measures.

The study programme's aim and curriculum have been suitably documented and published. Students at RANEPA have access to all relevant information on the programme (e.g. regulation, course descriptions, information on examinations, etc.)

The annual report was not provided to the panel. Hence, the panel cannot assess the criterion as fulfilled.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty				X	
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year				X	



# Quality profile

HEI: Russian Presidential Academy of National Economy and Public Administration (RANEPA)

Master programme: Marketing (MBA)

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1 Objectives</b>					
1.1* Objectives of the study programme (Asterisk Criterion)			X		
1.2* International orientation of the study programme design (Asterisk Criterion)				condition	
1.3 Positioning of the study programme					
1.3.1 Positioning of the study programme in the educational market			X		
1.3.2 Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3 Positioning of the study programme within the HEI's overall strategic concept			X		
<b>2 Admission</b>					
2.1* Admission requirements (Asterisk Criterion)			X		
2.2 Counselling for prospective students			X		
2.3* Selection procedure (if relevant)			X		
2.4(*) Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)			X		
2.5* Ensuring foreign language proficiency (Asterisk Criterion)					X
2.6* Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
<b>3. Contents, structure and didactical concept</b>					
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3* Integration of theory and practice (Asterisk Criterion)			X		
3.1.4 Interdisciplinary thinking					
3.1.5 Ethical aspects				X	
3.1.6* Methods and scientific practice (Asterisk Criterion)			X		
3.1.7* Examination and final thesis (Asterisk Criterion)			X		
3.2 Structure					

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.1* Modular structure of the study programme (Asterisk Criterion)					
3.2.2* Study and exam regulations (Asterisk Criterion)			X		
3.2.3* Feasibility of study workload (Asterisk Criterion)			X		
3.2.4 Equality of opportunity			X		
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2* Course materials (Asterisk Criterion)			X		
3.3.3 Guest lecturers			X		
3.3.4 Lecturing tutors					X
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)				condition	
3.4.2 Internationality of the student body				X	
3.4.3 Internationality of faculty				X	
3.4.4 Foreign language contents				X	
3.5* Multidisciplinary competences and skills (Asterisk Criterion)		X			
3.6* Skills for employment / Employability (Asterisk Criterion)			X		
<b>4. Academic environment and framework conditions</b>					
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2* Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4 Practical business experience of faculty			X		
4.1.5* Internal cooperation (Asterisk Criterion)			X		
4.1.6* Student support by the faculty (Asterisk Criterion)		X			
4.1.7 Student support in distance learning (*) (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2 Programme management					
4.2.1* Programme Director (Asterisk Criterion)			X		
4.2.2 Process organisation and administrative support for students and faculty			X		
4.3 Cooperation and partnerships					

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3.1 (*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)				X	
4.3.2 (*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)			X		
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		
4.6*	Financing of the study programme (Asterisk Criterion)			X		
<b>5</b>	<b>Quality assurance and documentation</b>					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty				X	
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year				X	