



Approved by  
Chairman of the Advisory Council  
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**REPORT**  
on the results of an independent evaluation of the main professional  
educational programs of higher education  
**"INNOVATION MANAGEMENT"**  
**of the Federal State Budgetary Educational Institution**  
**"Rostov State University of Economics (RINKH)"**

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## **REPORT ON THE RESULTS OF AN INDEPENDENT EVALUATION OF THE MAIN EDUCATIONAL PROGRAM**

The basic educational programme "Innovation management" is implemented within the 38.03.02 "Management" direction by the department of Innovation Management and Entrepreneurship at the Faculty of Management & Entrepreneurship and leads to the award of the bachelor qualification.

An external assessment of the educational programme has been conducted by AKKORK reviewers on the 30th – 31st January, 2017.

### **CURRENT STATUS AND TRENDS OF DEVELOPMENT OF THE REGIONAL MARKET OF EDUCATIONAL SERVICES IN THIS DIRECTION OF TRAINING**

*Analysis of the role and place of the programme (with adducing of statistics and data of research agencies, data of hr-agency and others.)*

The educational programme "Innovation management" is a bachelor programme, the regional labor market for its graduates is formed primarily by fully innovative companies or companies which search for multidisciplinary creative specialists. According to the HeadHunter agency bachelor graduates studying Management can qualify for the following positions:

- Key Account Manager
- Sales Manager
- Business Development Manager
- Marketing Manager
- Brand Group Manager
- Brand Manager
- Public Relations Manager
- Head of Internet project
- Social Media Manager
- Human Resources Manager
- Training and Development Manager
- Business / Systems Analyst
- Logistics Manager
- Purchasing Manager
- Planning Specialist
- Head of Traffic Department
- Operational Manager
- Rental Department Manager
- Network Development Manager
- Product Manager
- Government Relations Manager
- Project Manager
- Incubator / Technopark Manager
- Venture Fund Manager
- Business Consultant.

Some graduates try their hand in being entrepreneurs at the end of bachelor studies.

According to the HeadHunter agency the average number of open vacancies on the mentioned positions in Rostov-on-Don is 1419.

The development strategy of Rostov region up to 2020 (<http://www.donland.ru/Default.aspx?pageid=85416>) specified a number of priority branches for which specialists are being trained at the main professional educational programme of higher education 38.03.02 Management: machine-building complex, metallurgical industry, construction complex, science and innovation sector which includes 12 innovation-oriented regional universities; 3 technoparks (Rostov-on-Don, Taganrog, Novocherkassk); 7 business incubators; SUE “Regional center of innovative development of the Rostov region”; Noncommercial partnership “Rostov center for technology transfer”; Center of energy saving and innovative technologies; Research and Production Center of space and optoelectronic technologies “Vertical” on the basis of OJSC “Kvant”; Innovation and Technology Laser Center in the city of Taganrog; Center of innovative technologies of OJSC “EMAljans” with participation of the State Scientific Center of the Russian Federation – Public corporation Scientific and Production Association “CNIITMASH”

### ***Additional material***

*This programme is unique for the Rostov region, no other HEI is conducting such programme.*

### **Analysis of informational indicators provided by the university (conclusions)**

- *The Percentage of students combining an education with work on major – 0%.*
- *The Percentage of alumni contingent employed within one year after the end of the main education in the direction of training (specialty) obtained as a result of training on the main educational programme – 100%.*
- *The Percentage of alumni contingent, employed at the request of enterprises - 0% (taken into account alumni invited to work by the results practice).*
- *The Percentage of the number of students enrolled on order of employers, for example, on the basis of tripartite (target) Treaty - 2%.*
- *The Percentage of alumni contingent working on the profile of training in the region - 100%.*
- *The Percentage of alumni contingent working on the profile of training outside the region - 0%.*
- *The number of complaints to the alumni - none.*
- *Number of positive feedback of organization on the work of alumni – 4 positive feedback.*

### ***Additional material***

In 2016 from all the 6 graduates participated in the questionnaire (4 pers.) chose to work as a managers at the companies of Rostov on Don, 2 pers. are individual entrepreneurs. Besides this 3 pers. (50% from all the graduates are satisfied with their career), the rest 3 pers. in general are satisfied with their career, but in future plan to study in the masters programme.

## ***SUMMARY OF THE PROGRAMME***

### ***Strengths of the analyzed program***

The quality of learning outcomes of graduates of the bachelor's programme "Innovation management", implemented in the RSUE, reviewers have assessed as good, the guarantees of the quality of education provided by the institution in the implementation of the programme have been estimated as sufficient. Strengths of the programme may be classified as follows:

- competence model of the graduate of this educational programme completely corresponds to the federal state educational standards of higher education in the field of training 38.03.02 - "Management";
- this educational programme has no analogues in the region;
- the University is one of the most famous schools in the region for training personnel in the economic sphere. A powerful economic school gives a certain basis to all educational programs, including the assessed one;
- a positive practice in terms of employment of graduates is the availability of sustainable communication with graduates of the university, as well as the work of the RSUE Career Center;
- the content of the programme meets the modern requirements of the labor market. This is ensured by the participation of employers in the assessment academic disciplines syllabus, as well as annually in the State Attestation Commission, the teaching of certain disciplines by employers, etc;
- Innovation Management is still a relatively new area of education. It is very encouraging to see such a programme for the Rostov-On-Don region as it is dedicated to making improvements in all aspects of business and has many suitable business opportunities in the region where the benefits of the programme can be demonstrated. This was evident from meetings with graduates who demonstrated that they had identified new processes and better procedures, services and products in their work roles following graduation from the programme. Graduates also highlighted that they were able to provide a competitive advantage to their companies as a result of what they had learned in their programme of study;
- the academic faculty team delivering the programme are very enthusiastic and this reflects the University as a whole, where dedication to the student is evident at all levels. The enthusiasm of faculty is very important in a programme, which focuses on Innovation Management, as they need to keep up to date with continual changes in best practice in the world of work across many business domains. It was very evident that faculty members teaching on this programme were very keen to keep their knowledge current and relevant;
- the research profile of faculty members was very evident and showed a great emphasis on research-informed teaching within the University and the programme team. Ensuring continuing professional development through research is an essential element in Innovation Management and the programme team for this programme will ensure that the programme content is fresh and relevant into the future;
- links to industry are evident within the programme which again ensures that content is relevant to future employment and attempts to address graduate attribute needs. While this could be strengthened further, it is a very valuable part of this programme.

### ***Weaknesses of the analyzed program***

The reviewers noted several shortcomings and areas in which the bachelor's programme "Innovation management" could be improved:

- during direct assessment of competencies of students of this educational program, an unequal level of formation of professional competence was discovered. Namely, some students showed insufficient development of the PC-1 (the skills of using the basic theories of motivation, leadership and power to solve strategic and operational management tasks), PC-5 (the ability to analyze the interrelations between the functional strategies of companies with the goal of preparing balanced management decisions), PC-18 (the skills of business planning for the creation and development of new organizations (activities, products), PC-20 (the skills of preparing organizational and administrative documents necessary for the creation of new business structures);

- some formal approach to the work of the professional development of teachers, which is characteristic, however, for many domestic institutes (visiting studies at the Faculty of Advanced Training with a certain periodicity);

- research literature points to a shortage of soft skills in graduates on completion of their studies (communication – verbal and written; problem solving; conflict resolution; influencing; and consensus building). This shortage represents an investment that companies then need to make in employing new graduates and this drives up the cost of their employment. Employers have advocated that these soft skills should be made transparent within programmes of study and that students should be assessed in them so that they build competence;

- programme lacks the courses where students can get modern professional skills;

- students lack English knowledge and according to them have no motivation to study English. An emphasis on foreign language would prove beneficial within the programme. As English is the main language in Western Europe and the continents of Australia and America, some level of proficiency in English language would benefit graduates so that they could assimilate the latest trends and changes in Innovation Management at a global level. Intensive English language study is often added to degree programmes as an option and this should be considered for this programme. Employers did report that English language skills in graduates would be welcome;

- programme lacks partnerships with IT, Telecom and other companies “traditionally” interested in and implementing innovation;

- preparation for employment could also be enhanced within the programme. As the student approaches the end of their studies, they need to become prepared to succeed at interview. Curriculum vitae preparation, application preparation and interview skills are essential in the final year of the programme. They may be additional elements to the programme to be pursued in the student’s own time through drop-in clinics provided by the University, but ideally they would form part of a module on Personal Development where they can be assessed and feedback given;

- low usage of business games in year 1 of the programme. One graduate as something desirable to increase, however it may not be feasible to provide it at this early stage of the programme, highlighted this. Again, it may be offered as an aspect of learning that students could undertake in their own time.

***The main recommendations of the reviewers for the analyzed programme:***

- the teaching staff could place more emphasis on the modern literature about Innovation management;

- the University Administration could organize some further training courses for teaching staff of the programme with emphasis on innovative technologies;

- increased participation in the programs of vendors and business associations, including foreign ones. Collaboration with them, as well as foreign educational organizations will allow preparing exactly innovative managers;

- the University has to foster the English language studies of students. English language skills would benefit graduates and should be an option within the programme. For example, to

start using interesting cases in the language on the theme of the programme or to make it possible additional free visits to those wishing to study a foreign language, where a group of up to 5 people is studying. Also, consider the possibility of inviting foreigners working in Rostov-on-Don for master classes;

- the amount of business games and their format should be diversified;
- the very concept of "innovative management" assumes dynamic development, this sphere is developing so rapidly that even advanced world universities can not keep up with the latest technological or organizational achievements. Consequently, companies should spend significant funds to fill gaps in education. Therefore, the "innovative management" programme should contain courses in which students could receive relevant applied knowledge, master advanced technologies, and get acquainted with the production cycle and business processes of advanced enterprises. The programme should provide students with real experience. Effective ways are, for example, the solution of ready-made or creation of new cases, the organization of group discussions and public discussions, the involvement of students in projects within the university or the activities of small innovative enterprises created under it;

- more attention should be paid to the development of universal personal competences (personal effectiveness, work with information, effective communication, etc.) necessary for managers. Creating less formalized mechanisms for involving and motivating students, now there is a student scientific society, but this format is clearly not enough. For example, organize optional classes on topics related to personal effectiveness, self-presentation, oratory, conflict management. This can be a combination of academic study and presentation experience, curriculum vitae and application experience and interview skills;

- development of sustainable long-term cooperation of the university with business and non-profit sector, the creation of specialized departments and the formation of a circle of mentors from among successful managers is perhaps the most effective way of training personnel. Therefore, it necessary to adjust the pool of partners of the program, gradually leaving the agrarian business and HORECA in the direction of a more technological;

- active involvement of external teachers, including foreign ones, and further development of e-learning elements. For example, the organization within the programme of webinars with employers to discuss current problems in the field of "innovative management" and further training courses for teachers of specialized disciplines using elements of the e-learning system;

- the work placement/internship would benefit from a more robust quality assurance process centrally managed with contact points within University Placement Office and faculty visits to students on placement to ensure students are undertaking good tasks that will prepare them for the world of work. Additionally training of employers if required to be involved in the allocation of marks to students should be considered;

- the use of a Schedule of Assessment for students would be welcomed to provide students with clear details of the work requirements and deliverables for a module/subject at the start of the study of the module/subject. The use of a Programme Schedule of Assessment should be used to identify where soft skills are taught and assessed within the programme;

- the management of the Work Placement/Internship element of the programme could be strengthened. Quality assurance of learning that takes place away from the University campus is very important. Best practice divides the quality assurance of the Internship element between:

- (i) the student,

- who should sign a Code of Conduct outlining the expectations of the University for a student on internship;

- (ii) the employer,

- who should undergo some brief training on how to manage and mark students on Internship;

- (iii) the lecturer,

- who represents the University oversight of the process;

- (iv) the Internship/Careers administration office staff,  
- who are the first point of contact when issues arise during Internship.

There are some documents and policies on the website of Dundalk Institute of Technology, Ireland which may be of use to refer to and can be viewed at:

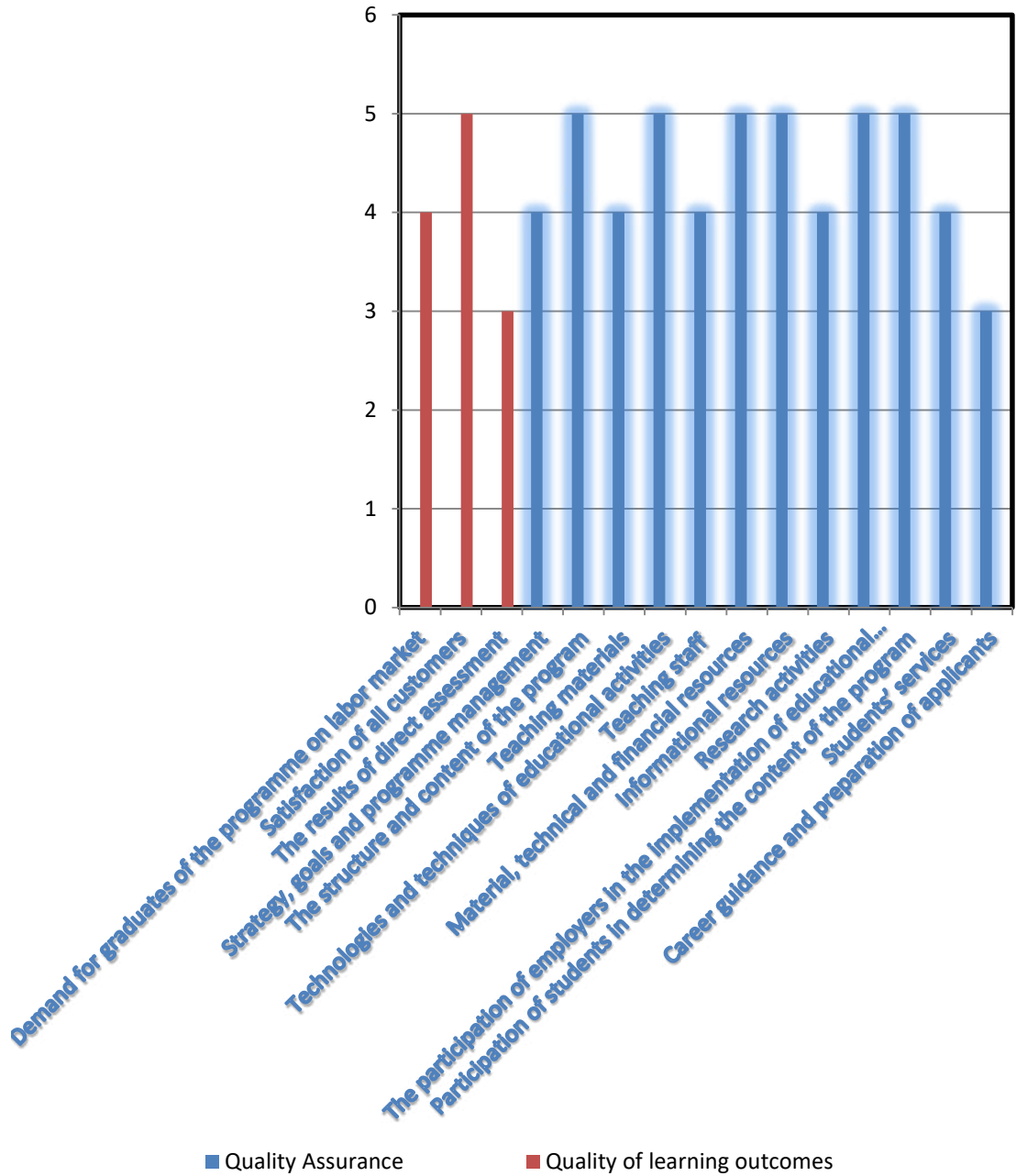
<https://www.dkit.ie/placement-office>



### Assessment Profile for learning outcomes and quality assurance

N	Criterion	Mark	
<i>I</i>	<b>Quality of learning outcomes</b>		
	1.	Demand for graduates of the programme on labor market	4
	2.	Satisfaction of all customers	5
	3.	The results of direct assessment	3
<i>II</i>	<b>Quality Assurance:</b>		
	1.	Strategy, goals and programme management	4
	2.	The structure and content of the program	5
	3.	Teaching materials	4
	4.	Technologies and techniques of educational activities	5
	5.	Teaching staff	4
	6.	Material, technical and financial resources	5
	7.	Informational resources	5
	8.	Research activities	4
	9.	The participation of employers in the implementation of educational programs	5
	10.	Participation of students in determining the content of the program	5
	11.	Students' services	4
12.	Career guidance and preparation of applicants	3	

## Assessment profile for learning outcomes and quality assurance



## QUALITY OF LEARNING OUTCOMES

### *Direct assessment of competence by the reviewer*

The direct assessment of competencies of students was conducted during the on-site visit. 4th year bachelor students, 6 persons, representing 24 % of the course, participated in the direct assessment. In addition, interviews were conducted with alumni of last year which is also allowed to evaluate level of formation of competences.

Measurement and control materials developed by the reviewers were used during the procedure of direct assessment of alumni.

The reviewers chose following competencies for the analysis of the competencies formation:

PC-1 (the skills of using the basic theories of motivation, leadership and power to solve strategic and operational management tasks).

PC-5 (the ability to analyze the interrelations between the functional strategies of companies with the goal of preparing balanced management decisions).

PC-18 (the skills of business planning for the creation and development of new organizations (activities, products)).

PC-20 (the skills of preparing organizational and administrative documents necessary for the creation of new business structures).

When implementing the direct competence assessment procedure, the reviewers used the following measurement and control materials.

1. Each student was asked to tell about his bachelor thesis (over which the student is working at the moment): to describe the problem and formulate the basic results.

After and during the performance of each student the following questions were asked:

1. To define the basic concepts used, terms, and explain the theme was chosen.
2. Why this theme was chosen.
3. To explain the relationship of the task with other relevant problems in the field.
4. What style of leadership should be applied to management of innovation?
5. Please identify one financial saving you have made for your current employer.
6. Outline your experience of using a SWOT analysis and applying it.
7. Graduates were asked how they would gain financing for their own business if they decided to pursue setting up their own companies.

As a result of the direct assessment of competencies reviewers revealed that 50% of students have coped with 80% of tasks and 50% of students have coped with 60% of tasks.

Level Students ratio	Sufficient level (have managed with 80% of the proposed tasks)	Acceptable level (the percentage of solved tasks from 50 to 79%)	Low level (percentage of solved tasks is less than or equal to 49%)
50%	+		
50%		+	

In assessing the quality of education, reviewers has acquainted with 6 graduate qualification work, representing 100% of the graduate works of the last year in this area. He has concluded that consideration by graduate qualification work correspond to all the requirements stated below:

### GRADUATE QUALIFICATION WORKS

No	Objects of assessment	Comments of reviewers
1.	Subject of graduate qualification work corresponds to	yes

	the direction of training and modern level of science, technology and (or) software technology.	
2.	Tasks and contents of graduate qualification work are aimed at confirmation of graduate competences.	yes
3.	Utilization rate of materials collected or obtained during the passage of pre-degree practice and implementation of course papers in the graduate qualification work.	high
4.	Subject of graduate qualification work is defined by demands of industrial organizations and tasks of experimental activities solved by faculty of the institution.	yes
5.	The results of graduate qualification work find practical application in the workplace.	30 % (2 from 6)
6.	Utilization rate of the results of research activities of the department, faculty, and third-party research and production and / or research organizations when performing independent research parts in the graduate qualification work.	medium

### **Conclusions and recommendations of the reviewers**

#### **Conclusions**

- The programme "Innovation management" is well organized;
- a significant part of the programme graduates are satisfied with their career development. Thus the bachelor's programme "Innovation management" is important for the preparation of the qualified staff for the companies in the region and fostering the creation of the innovative companies in the region.

#### **Recommendations**

The following measures to improve the programme may be recommended to heads of this educational programme:

- the University has to foster the English language studies of students;
- the management of the work placement/internship could be improved with more contact between the parties (student, lecturer, work placement/internship office, employer) to ensure that students spend their internship undertaking work that will assist them in developing their skills for their future careers;
- a schedule of assessment of soft skills within the programme would be of benefit to provide tangible links to the graduate attributes at the end of the programme and demonstrate to employers the additional skill set of the graduates.

#### **Additional information**

As a result of questioning of students, the data were represented by educational institution. These data have been verified by the reviewers during the full-time visit and were confirmed by the reviewers as a result of full-time visit. All four graduates responded 'yes' when asked if they would pick this programme to study again based on what they had learned. This was evidence that graduates felt they had learned a lot during their studies with one graduate confirming that the interdisciplinary nature of the programme ensured they could use and transfer their knowledge to any situation.

## **QUALITY ASSURANCE OF EDUCATION**

### ***1. Strategy, goals and programme management***

***Evaluation of criteria: Good***

#### ***Strengths of the programme:***

- presence of a well-developed strategy of development of educational program;
- a clear adherence to the developed strategy. At the moment the programme is unique, no other HEI offers such programme in the region;
- based on the meetings with the university administration and the programme coordinators, reviewers note that the development strategy is aimed at strengthening the strengths of the programme. Participation in accreditation is considered as one of the elements of programme improvement. Given that this programme does not (physically) compete in the Rostov region, there are prerequisites for its development in the format of the South Federal District and the North Caucasus Federal District.

#### ***Recommendations:***

- since some of the students were in general dissatisfied with their career development, it is recommended that the department conduct a special meeting with the potential employers to discuss the most valuable competence for them in the future employees;
- organize business games on development of personal competences;
- organize a special additional training aimed at development of the self-presentation competences;
- moving beyond the local application of the learning on this programme is important to ensure graduates can become comfortable in using information and resources on a global level. Innovation Management takes place on a world stage and it is important that the students and staff are familiar with what is happening at an international level. In order to support this learning, the inclusion of guest lecturers and visiting faculty is critical. While the staff will keep their knowledge up to date, innovation is an applied science and is best understood from practical examples. Developing links outside Russia for this programme would be beneficial to staff and students.

### ***2. The structure and content of the program***

***Evaluation of criterion: Excellent***

#### ***Strengths of the programme:***

- topics of graduate qualification works are coordinated with modern issues in the field of Innovation management and related areas;
- the programme structure enables the mastering of the programme by students with different levels of initial training; in particular;
- the master classes are actively implemented in course of studying.

#### ***Recommendations:***

- the level of English language left much to be desired, so it is recommended that the teaching staff starts to integrate into their work the professional material in English for students have motivation to study English (which now they according to the interview, do not have);
- since the some professional competences are very poorly developed it is recommended to organize throughout the study year some special master classes or business games directed on their development;
- expansion of the pool of employers including the most developed IT and telecom companies;
- monitor the work placement/internship element more closely to ensure employers are aware of the required learning outcomes that must be met by students during their time with the

company. Variety and stretch goals are important for learning and low level repetitive tasks are not building the students' knowledge.

### ***3. Teaching materials***

#### ***Evaluation of criterion: Good***

##### ***Strengths of the programme:***

- this educational programme is fully provided with necessary teaching materials;
- programme has good reputation and programme coordinators have good relations with different companies;
- the main documents relating to this educational programme (annotation of disciplines, curriculum, etc.) are freely available at RSUE website;
- the teaching materials were clear and well organised so that it was evident what was studied in relation to each class and each module/subject. The assessment of the modules was thorough and showed that graduate attributes were a focus throughout the programme to ensure graduates received a high quality educational experience.

##### ***Recommendations:***

- since the institution did not provide information about using the teaching materials, developed in the framework of the educational program, by other educational institutions, it may be recommended to collect the appropriate information to managers and staff of the educational programme. If it turns out that teaching materials are used in other institutions, it will serve as additional evidence of the high quality and relevance of the educational program;
- find ways to cooperate with companies "traditionally" active in innovation, like from IT or Telecom sphere;
- include assessment schedule of soft skills with students, faculty members and employers clearly seeing the additional relevant skills gained by graduates during their studies (verbal and written communication, presentations, conflict resolution, influencing others, and decision making are general the most important in management degrees). See sample document attached.

##### ***Additional information***

During the full-time visit, the reviewers familiarized with the teaching materials established in the educational institution. The study of five teaching materials has confirmed the data collected in the process of self-assessment of the institution, namely, that not less than 60% of teaching materials are coordinated with employers. These data allow the reviewers to conclude that there is a well-established process of actualization of teaching materials with the involvement of employers in the educational programme.

### ***4. Technologies and techniques of educational activities***

#### ***Evaluation of criterion: Excellent***

##### ***Strengths of the programme:***

- technologies, methods and forms of training sessions are completely consistent with the objectives of the educational program;
- the technological base is almost fully prepared for the educational process, or a part of it in form and distant electronic.

##### ***Recommendations:***

- as a proposal for consideration, reviewers recommend to the heads of the educational programme (in coordination with employers) to consider the possibility of introducing in the educational process of such forms of training sessions as a workshop on problem solving and

laboratory work (ensuring compliance with the teaching load on student). The workshop on problem-solving would be useful in the course of the Innovation strategies (enabling learners to have experience in working of strategy design, etc.).

***Additional information***

During on-site visit, the reviewers visited the study, which analysis is presented below.

**Name of lecturer:** Elena Ivanova

**Group / Specialty:** A group of students of the programme "Innovation management".

1. **Discipline / module:** Innovative thinking

2. **Type of training**

- lecture
- seminar
- laboratory work
- practice
- integrated lesson
- other business game +

3. **Lesson Focus:** to enhance team building skills and problem solving.

4. **The purpose of class:** teambuilding.

5. **The aims of the class:** to practice the ability of teamwork.

6. **Facilities:** audience, equipped with educational furniture and marker board.

7. **Specify:**

o	The knowledge and skills which are planned to generate in class and competences, which affect the formation of the knowledge, and skills (must be announced by lecturer)	The forms, tools, methods and techniques used for the formation of competence in class
	GC-1 Ability to work in a team	The task of the business game played posed such requirements
	PC-2 Ability to conduct research	In was required in terms of business game played
	GC-3 Ability to think creatively	The task of the business game played posed such requirements

**ASSESSMENT OF A LECTURER**

No	Criteria of analysis	Indicators	Mark (0,1,2)
1.	Compliance with lesson's regulations	Timely start and end of lesson, balanced time of sections.	2
2.	Organization	Greeting. Informing about topics and target (connection between target and evolving competences).	2
3.	Motivating students for the upcoming activities	Indication of urgency, of formed professional and / or social and personal competencies.	2
4.	The psychological climate in the classroom	Presence of a positive emotional interaction between lecturer and students; mutual goodwill and audience participation.	2
5.	The quality of presentation	Structured material; clarity of designations of current tasks; consistency and availability of presentation; adaptation presentation to the specific of the audience; examples of relevant	2

		facts.	
6.	Compliance with the content of the course program	Compare with study programs of the disciplines (teaching materials).	2
7.	The use of visual aids	Textbook, workshop handouts, tables, figures, etc.	2
8.	Oratory	Audibility, intelligibility, euphony, literacy, rate of speech; facial expressions, gestures, pantomime; emotional intensity performances.	2
9.	Sensitivity to the audience	The ability to react to changes in the perception of the audience.	2
10.	Correctness to students		2
11.	Methods of regulation of attention and behavior	Increasing the interest among the audience (the original examples, humor, rhetorical devices etc.); Involving the audience in a dialogue, in the process of performing tasks, etc. But do not: open call to the attention of the audience; demonstration of disapproval; psychological pressure, blackmail.	2
12.	Feedback during the lecture	Control of material learning	1
13.	Summing up (organization of reflection)	Organization of reflection in which students are actively discussing the results	1
14.	Image	Compliance with corporate identity, presentable, charisma	2
15.	Total		26
16.	Comments and suggestions of reviewers: Students were divided into teams to work on a fictitious island and to trade and develop their islands. The lecturer had very good rapport with the students and linked theoretical aspects of innovation to what the students were doing as part of their game. Students were very engaged and enjoyed the masterclass. The lecturer concluded the class by demonstrating the relevance of the exercise to their future careers as innovation managers. The lecturer did not voiced target competencies at the lesson, but reviewers believe it is justified, because it would be too formal; moreover, these competencies were clear in the topic of the game and the method of presentation.		

As a result of analysis of desk review of self-assessment, curriculum and class schedules analysis, the reviewers determined that the Percentage of classes conducting in an interactive way in average in professional disciplines is 33%.

On the basis of these, reviewers conclude that the number of classes conducted in an interactive form is sufficient.

Students gave examples of an 'Innovation Week' where employers attended as guest lecturers to give talks to students on the practical application of their programme. Students agreed this was very beneficial to their understanding of Innovation Management.

Fifteen students attended the class even though it was scheduled during holiday time.

### ***5. Teaching staff***

***Evaluation of criterion: Good***

***Strengths of the programme:***



- this educational programme possesses necessary teaching staff to conduct the teaching;
- all the teaching staff is very loyal to RSUE;
- structure of lecturers realizing this educational programme is well balanced by age.

***Recommendations:***

- due to the lack of activity of teaching staff of the programme in participation in the different external events, for example conferences, reviewers recommend administration of the university to find ways to foster this participation, for example some incentives or bonuses as trip for a family to one of the vacation places of the university. As the staff develop their expertise, they could then take on larger projects. They could attend conferences and report on the findings of their research and the problems they helped companies to solve. This fosters the creation of a research culture and leads, in time, to a Research Centre in Innovation;
  - conduct some further training for teaching staff enriched with the new developments in the sphere of innovation management, which will be very good for overall motivation of staff;
  - as in most of domestic institutions, results of the survey of students are not considered at attestation of professors in this educational programme. It may be, however, recommended at least to discuss the results of the survey at the department during the procedure of passing the professor of the next competition. Students are a party most completely observing the work of the lecturer and the most interested in the quality of the educational process;
  - as RSUE is located within a busy commercial hub of Rostov-On-Don Oblast, it is recommended that stronger links to industry be developed through applied research projects;
  - the staff of the programme demonstration huge interest in growing their knowledge of innovation management;
  - faculty and students should look at the possibility of undertaking the ‘solving of business problems’ on a small scale initially and could include student involvement;
  - as funding was made available from industry and from RSUE, the Research Centre could attract international researchers to assist in projects and again develop the profile of the staff teaching on the programme at an international level. This takes time and commitment and would require the support of the University to develop. It can be highly motivating for staff to participate in these activities. Additionally, the development of a Research Centre in Innovation would then attract students to undertake research Masters Degrees and indeed Doctorates in time.

***Additional information***

Analyzing the facts set out by the educational institution in the statement of self-examination, the reviewers concluded that the data is relevant and reliable. The results of a comprehensive evaluation of teaching staff (for last year), and the age structure of professors participating in the programme are presented below.

According to the results of a comprehensive assessment of faculty members in which participated 9 professors involved in programme realization:

- dismissed – 0 persons;
  - directed at training courses, with subsequent integrated re-assessment – 0 persons;
  - changes have been made in effective labor contracts with changes in stimulating component – 3 persons;
  - labor contracts extended for the next labor contract period without any changes – 6 persons;
  - promoted – 0 persons.
- Age of full-time teaching staff of the educational programme:
- Up to 30 years – 0%;
  - 31 – 45 years old – 50%;
  - 46 – 55 years old – 23%;

- 56-70 years old – 27%.

As a result of analysis of the submitted data, reviewers concluded that the teaching staff is age-balanced.

## ***6. Material, technical and financial resources of the program***

### ***Evaluation of criterion: Excellent***

#### ***Strengths of the programme:***

- according to reviewers, in general, logistical and financial support for this educational programme is better than the average Russian level of maintenance of regional non federal educational programme. Visits were made to IT classrooms, general classrooms.

- in general, students and faculty of the educational programme have wide access to the funds of educational and methodical documentation, library systems, etc.

- additional supports were outlined for additional activities (research conferences, holidays for students) and were good motivating factors which were appreciated by staff and students.

#### ***Recommendations:***

- in general, reviewers have noted a good book and journal completeness of RSUE Library Fund. However, from the viewpoint of the interests of the educational program, there is a lack of subscriptions to some large foreign managerial journals. It can be recommended to RSUE administration and libraries to subscribe to the large foreign mathematical journals, the most interesting for students and teaching staff of the educational programme.

#### ***Additional information***

During the full-time visit, reviewers have conducted interviews with students and lecturers participating in the programme on satisfaction with the quality of classroom fund, funds and the reading room of the library, facilities of departments. The data allow the reviewers to conclude that classroom fund, funds and the reading room of the library, facilities departments' state is satisfactory.

The given educational programme requires no laboratory with special equipment.

## ***7. Program's information resources***

### ***Evaluation of criterion: Excellent***

#### ***Strengths of the programme:***

- information support of RSUE as a whole and of this educational programme in particular corresponds to the good domestic models;

- the University has a modern library with a rich fund and all the necessary equipment.

#### ***Recommendations:***

- this educational programme lacks subscriptions to large foreign managerial journals. See the recommendations from the previous section in this regard;

- not all professors implementing this educational programme have complete lists of scientific and methodical works on a personal web page. It is desirable to have such lists and, if copyright allows, links to the full text of the work, as it will facilitate search of the literature, the choice of the supervisor, the evaluation of this educational programme and its teaching staff for the students and other interested persons;

- facilitating blended learning opportunities are cost effective and allow international professors to deliver a series of topic-specific master classes which would address the need for more international exposure. It would also provide evidence of the importance of English

language skills for graduates of this programme as most international conferences on Innovation Management are conducted in English.

### ***8. Research activity***

***Evaluation of criterion: Good***

#### ***Strengths of the programme:***

- research activity of the collective, realizing this educational programme is confirmed by grants for research activities, which have repeatedly won by the team and its individual members;
- at the Department of Innovation Management and Entrepreneurship there are three scientific student communities (NSC): "Functioning and development of entrepreneurial structures in a market economy", "Innovative approaches in management", "Business of the 21st Century". The aim of these communities is to discuss some most important and interesting thematical things with students. They are meeting one a week.

#### ***Recommendations:***

- the heads of this educational programme and the RSUE Administration should make every effort to maintain a high level of scientific development in the sphere of innovation management. It is necessary to maintain a comfortable working conditions of scientific and pedagogical staff, to attract young scientists to the program, to maintain existing and establish new scientific contacts with Russian and foreign scientists and research centers;
- reviewers recommend to head of this educational programme to develop their proseminar (additional workshop for school kids also) on Innovation management. Students could participate in the scientific seminar of the department of the Innovation management and Entrepreneurship. It will serve as a good way to attract students to this educational programme.
- it would be beneficial to develop a research centre for Innovation Management with applied project with industry as a research focus. In time and with support, this research centre could develop to be a significant differentiating factor for RSUE and this programme.

### ***9. Participation of employers in programme implementation***

***Evaluation of criterion: Excellent***

#### ***Strengths of the programme:***

- employers are fully involved in the educational programme: participate in the formation of competence model of graduate, offer theme bachelor thesis, criticize dissertations, and select students for future employment.
- educational programme has a good list of social partners.

#### ***Recommendations:***

- reviewers consider the system of interaction with employers is fully consistent with the objectives of this educational program, and hence the only recommendation is to keep the existing connection and make the maximum use of them to improve the quality of educational activities: to invite leading Russian and foreign scientists to give lectures and presentations, to organize training in other educational for professors and students, to discuss with employers regularly and comprehensively set of disciplines and content of this educational program, topics of graduate qualification works, the quality of training demonstrated by graduates in the course of practical work;
- conclude agreement and involve companies "traditionally" having innovative nature such as IT and Telecom companies.

#### ***Additional information***

Employers reported they were very satisfied with graduates of the programme and RSUE. Two employers outlined how they had recruited two students that they had first met when they came to their companies on work placement/internship. This is evidence of the high regard employers hold for the learning graduates gained on the programme. Employers felt the scoring of students on work placement/internship was easily done, as the materials provided by the University were excellent. Current links with RSUE is via Chairs and Deans.

***10. Participation of students in defining the program's content***  
***Evaluation of criterion: Excellent***

***Strengths of the programme:***

- there is a good informal system student involvement in educational programme management and monitoring of their views at the level of the University and Department of Innovation Management and Entrepreneurship.

***Recommendations:***

- it would be desirable to provide a procedure for the direct involvement of students in the management of "Innovation management" educational programme. It is possible to recommend to the heads of this educational programme to develop such a procedure (i.e., the annual meeting of students with the participation of heads of educational program), aimed at ascertaining the views and wishes of the of students regarding the educational programme.

***Additional information***

In the course of full time visit, the reviewers analyzed the students' participation in the bodies of the student government and scientific clubs. The data reflecting the employment of students, obtained through questionnaires during the self-assessment of the institution and confirmed by reviewers, are follows: 38% of the students believe that they can influence decision-making, 12% - that they can not, 50 % were uncertain about this.

Based on analysis of the submitted data, reviewers conclude that there should be made some information sessions on the issue during which students can be informed about these possibilities.

As academic institutions adopt The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015, the Student Voice is a very important part of the work of a University. Student membership of programme board meetings, school faculty board meetings, and Academic Council represent suitable formal routes and represent current international best practice. In additional on the example of many western universities may be recommended to facilitate pastoral care for students at a stage or year level. On academic level will adopt the role of 'Stage Convenor' to ensure that all students feel they have a point of contact if they have issues they need assistance with which are outside the academic realm but that are impacting on their academic studies. This role has enhanced student retention generally and ensures that student often successfully make the transition from second level to third level study.

***11. Services for students on a programme level***  
***Evaluation of criterion: Good***

***Strengths of the programme:***

- the institution offers students of all educational programme very wide range of types of extra-curricular activities: sports clubs, art groups, etc. Student support services provide essential back up for the academic staff of the University;

- all kinds of extra-curricular activities are provided with the appropriate infrastructure, including sports facilities, sanatorium, recreation facilities, etc.;
- there is a developed system of social support for students: social grants and other payments to students from socially disadvantaged categories, fare for nonresident students, the service of psychological help, etc.;
- a number of measures of social support for disadvantaged groups of students, however, depends on their (of students) academic performance (eg, well-performing students gain increased social grants). Reviewers decide it is particularly successful practice as frequently students of these categories have problems with academic performance and they need additional stimulus measures.

***Recommendations:***

- as noted by the reviewers during the full time visit, institution is not sufficiently ready to receive disabled students: not all the stairs are equipped with ramps, lifts are not enough. All this makes it difficult for disabled persons to access to high quality higher education provided by RSUE and, in particular, the programme "Innovation management". It may be recommended to the administration of institution buy some ramps equipment and prepare for the provision of services to disabled students;
- there is a need in making psychological training for tutors one of whose task is to help students in case of some extraordinary situation, stress;
- in the interview made with the students of the 4th year expressed interest in organizing twice or three times career guidance, especially course on CV writing and self presentation training during the 3rd and 4th years of study;
- records of student use of Student support services should be monitored annually and adjustments made where required and an annual review of services is to be made to ensure that resources are being used efficiently and effectively.

***12. Occupational guidance. Quality assessment of applicants' knowledge  
Evaluation of criterion: Satisfactorily***

***Strengths of the programme:***

- institution systematically conducts a variety of activities for vocational guidance and attracting students to its educational programme: open days, competitions, excursions and more;
- extreme loyalty of admissions staff, many students noted that once they initially addressed to them they felt like they are in the family.

***Recommendations:***

- organize, if possible the center of preparation for the Unified State Exam which could increase number of applicants to the university.

***Additional information***

Another technique for attracting students could include 'taster days' where students attend campus for lectures which are small parts of the subjects/modules they will study as part of the Innovation Management programme. Allowing potential students to visit the University and have this experience often helps them to choose the programme. This could be considered by the University. Also allowing final year students to prepare video clips for the website to attract new students is very effective.

## *CVs of Reviewers*

### **Vadim Y. Kovalev**

Place of work, position	First Deputy in Russian Association of Managers
Academic degree, academic title	
Deserved titles, degrees	
Education	Higher education
Professional achievements	
Research interests	
Practical experience in the direction of the programme subject to assessment	5 years in leading different projects related to Innovation management

### **Patricia Moriarty**

Place of work, position	Vice President for Academic Affairs & Registrar, Dundalk Institute of Technology, Ireland
Academic degree, academic title	BSc (Hons), MSc, PhD
Deserved titles, degrees	Dr.
Education	Higher Education in Organisational Psychology
Professional achievements	
Research interests	Emotional Intelligence, Team Development
Practical experience in the direction of the programme subject to assessment	20 years' experience as Programme Director, Head of Department, Head of School and now as Registrar.

### **Pavel Potapov**

Place of work, position	Student, Higher School of Economics
Academic degree, academic title	
Deserved titles, degrees	
Education	
Professional achievements	
Research interests	
Practical experience in the direction of the programme subject to assessment	