

**REPORT**

**on the results of an external review of the programme  
“Logistics in commerce”  
ROSTOV STATE UNIVERSITY OF ECONOMICS (RINKh)**

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## **REPORT ON THE RESULTS OF AN EXTERNAL REVIEW OF THE MAIN EDUCATIONAL PROGRAMME**

The main educational programme **38.04.06.03 “Logistics in commerce”** is offered within the field of study **38.04.06 “Business”**, by the Commerce and Logistics Department and leads to the award of the Master qualification. The programme is run by Adam U. Albekov, Head of Commerce and Logistics Department, Rector of the Russian State University of Economics (RINKh).

An independent external review of the educational programme has been conducted by AKKORK’s reviewers from January 30, 2017 to February 1, 2017.

### **1. CURRENT STATUS AND TRENDS OF DEVELOPMENT OF THE REGIONAL MARKET OF EDUCATIONAL SERVICES IN THIS FIELD OF STUDY**

#### *Analysis of the role and the place of the programme*

Currently region’s demand on specialists of this qualification is high, because agricultural specifics, machinery production, availability of road junctions offering access to navigable waterways, geographic location and near-border location with several states – members of concessions (grants) and economic unions, create a high potential for import and export transactions, development of trade and thereby logistics as a whole. According to the educational institution’s report, employment of graduates within the specialty makes 100%, which is confirmed during the on-site visit. Great opportunities are offered for the labour market staffing. To that end the RSUE’s role as an institution preparing specialists in logistics is crucial. According to the different sources’ data, demand on specialists of this field of study makes 453 people in the short term, without taking into account demand of neighbouring regions. The data were presented in the report on the basis of the website information [www.hh.ru](http://www.hh.ru) and [www.superjob.ru](http://www.superjob.ru) and [www.rjob.ru](http://www.rjob.ru). The information has been confirmed by the reviewers in the course of the report’s study just before on-site visit.

The educational policy of the authorized body in the field of education and successfully applied principles of the Bologna process allow educational institution to form flexible educational programmes with quite a wide range of educational paths for a fuller coverage of modern competencies, necessary for the labour market. Educational institution keeps balance between compliance with obligatory regulations of the state standards and academic freedom frameworks for a full satisfaction of labour markets’ needs successfully enough.

The main competitors of RSUE as to specialists’ preparation in the field of logistics are Russian State Transport University (RSTU), Kuban State University, and Southern Federal University. But all these educational organizations have their own focus and field of study. At the RSUE Economic Logistics is represented in the Business structure the best. RSUE nowadays is preparing 1/5 part of specialists of logistics and considers becoming basic regional educational institution in Logistics.

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

- 80% of Masters combine education at the educational institution and a job, where 90% from this amount – in the specialty’s profile.
- 100% of graduates succeeded in being employed during one year upon graduation from the educational institution in the field of study (specialty), obtained as a result of education in the main professional educational programme.
- Most graduates are employed in the course of the internship, which equals the number of employed ones by request of enterprises.

- 100% of the graduates' group work in the field of study in the region, at that 13% from them have own business with an international focus.
- Before the on-site visit there had been no complaints against graduates sent to the educational institution.
- There are available more than 6 positive feedbacks of organizations about the graduates' work.
- Students' share within the main professional educational programme, enrolled into Master's programmes and graduated from the Bachelor's programmes makes 80 %.

***Additional information***

As a result of self-assessment conducted by the educational institution, the data on the distribution of graduates is presented. The data submitted by the educational institution was confirmed during the examination of the relevant documents.

## 2. SUMMARY OF THE PROGRAMME

### *Strengths of the programme*

The programme is new for the region and is based on the successful combination of the Federal State Educational Programme “Business” with actual requirements of the region in competencies. The Programme is approved on the Bachelor’s level. The programme is offered at the educational institution with well-formed and strong economic scientific schools, with a good material and resource base. Educational institution’s location together with geographic, natural, demographic and political specifics of the region let design further quantitative and qualitative development of the programme on a quite clear forecasting base. It’s a strong competitive aspect of the programme and it opens up huge opportunities for graduates’ employment. The programme has a fundamental scientific and methodological base, sufficient material equipment, is provided with internal and external labour resources of high quality. The programme is in a favourable educational space thanks to availability of allied related specialties within its educational institution and nearest competitive educational institutions. As for organization the programme is successfully offered at the Business Department. All above mentioned factors add to the programme a high level of flexibility and adaptability toward every labour market’s demand. As for structure the programme is consistent, coherent in context, put together as a mother model, where every module of professional competencies can be long-termly used as a separate educational path. Seamless combination of professional competencies module with modules of social, communicative, basic competencies in the programme let the students theoretically master all the knowledge, abilities and skills to start operating or scientific and pedagogical activity successfully. Availability of budgetary financing shows state’s interest in the programme and as a result in the further development of this profession. Methodological and tutorial equipment of educational programme realizers is on international level. The fact, that the staff’s members offering the programme are its designers and the rector of the educational institution is the Head of the offering Department, gives additional assurance of educational service quality, availability of all necessary intellectual and material resources of the University for the educational programme. Employers’ interest in the programme’s graduates is also a guarantee of their participation in qualitative development of the programme. Availability of subdivisions in the educational organization, aimed at informational, legal, coordination, communicative, documental and other provision of educational programmes together with implemented quality management system also creates favourable conditions for the programme.

### *Weaknesses of the programme*

While analysing the educational programme there were no crucial weaknesses defined. But some risks for the programme are to be mentioned:

1. Absence of contractual students by the request of employers is a direct threat for its financial welfare and an evidence of low level of awareness of professional community about the programme, what can later have an impact on its competitiveness;
2. Absence of clearly built system of current control of students’ professional skills by the employers. Participation of the employer in different internships and final examination is a delayed and an insufficient measure;
3. Most employers pointed to the necessity of professional follow-up of a young specialist on the work place up to 3 month long. The Department has to reduce specialists’ adaptation time on the first work place to two weeks through participation of employers in educational process;
4. Low equipment of educational programme with specialized programme products and virtual labs, applied in real sector;
5. Excessive theorification and stereotypeness of most disciplines’ content because of the lack of individual practical work experience of the faculty;

6. Scientific and profound practical training of a Master has to be based on a sound grasp of professional tools on the Bachelor's level (for example, application of special software). Absence of appropriate provision on the Bachelor's degree makes transfer some Bachelor's competencies to the Master's degree, depriving the Master Degree students of the opportunity to research in the field being recently studied (modernization and development of new software etc.);

7. Interaction with providing subdivisions is one-way, from the Department to the special subdivisions. Administrative and managerial staff doesn't gain or provide the Department with external information on labour market environment changes, new technologies, new teaching methods, competitive information etc. Increase of administrative and managerial staff's number only makes the Department's work more complex as of different reports' and information provision and distracts from direct functions' carrying out – of teaching and research;

8. Measures of the faculty's financial incentives don't reliably depend on professional activity, mostly they are taken in relation to the leadership and administrative and managerial staff's opinion.

### ***Main recommendations of the reviewer for the programme***

1. It is recommended to intensify career guidance activity involving employment departments, graduates, social networks, other services of educational organization and partner organizations, as well as through direct advertising and communicative technologies to increase the number of contractual students;

2. It is recommended to more involve practitioners into teaching activity on the profile disciplines, encouraging them with mutual scientific and practical inventions, social advertizing and other available means;

3. It is recommended to more take into account the students' opinion, especially those ones, who combine study with the work in the field, as for programme's educational content;

4. It is recommended to create Department's branches in industries and to transfer a part of practical classes there, to implement elements of dual education not less than in 50% of profile disciplines. Classes should be held by a practitioner from the enterprise with a participation of a Department's staff teacher. It will bring a key element to the teachers' skill upgrade as well;

5. It is recommended to include a module of informational technologies with an obligatory implementation of software development and mathematical tool into the graduate qualification work, to put into practice a graduate qualification work defence in English and other foreign languages;

6. It is recommended to equip educational programme with modern software and engineering support with a gradual training of the faculty at the premises of the producer or sales representative of this production; herewith it is necessary to equip taking into account needs of the educational programme, approved by the practitioners, but not to adapt programme's demands to available resources;

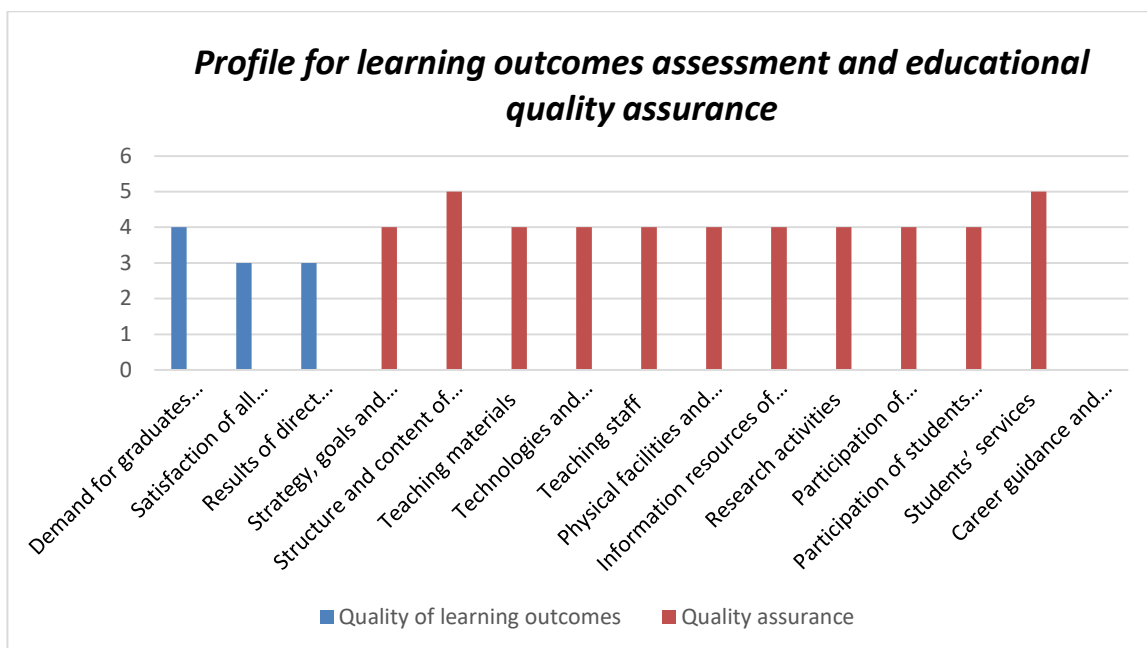
7. It is recommended to carry out further training and practical studies of the faculty on external resources (neither within the educational organization nor academic) on a systematic basis; besides professional and teaching methods it is necessary to pay special attention to communicative and presentation elements of behavioural psychomodelling etc.;

8. As part of educational programme it is recommended to consider the Master's degree as a continuation and development of the Bachelor's programme. It is necessary to implement disciplines of production, transport, financial, recycling distribution, informational, personnel logistics, by means of reducing the elements of Commerce and Marketing, thus the name "Logistics" would comply with this content and have a greater attraction;

9. To draw up measures for financial support among the faculty by means of offering optional modules of competencies, training methods, training equipment, language of study and other individualization of paths.

***Profile for learning outcomes assessment and educational quality assurance***

| No   | Criterion  | Mark |
|--|--|------|
| <i>I</i>   | <i>Quality of learning outcomes:</i>                                 |      |
|  | 1. Demand for graduates of the programme on labour market            | 4    |
|  | 2. Satisfaction of all customers                                     | 3    |
|  | 3. Results of direct assessment                                      | 3    |
| <i>II</i>  | <i>Quality assurance:</i>  |      |
|  | 1. Strategy, goals and programme management                          | 4    |
|  | 2. Structure and content of the programme                            | 5    |
|  | 3. Teaching materials  | 4    |
|  | 4. Technologies and techniques of educational activities             | 4    |
|  | 5. Teaching staff  | 4    |
|  | 6. Physical facilities and financial resources                       | 4    |
|  | 7. Information resources of the programme                            | 4    |
|  | 8. Research activities   | 4    |
|  | 9. Participation of employers in the implementation of the programme | 4    |
|  | 10. Participation of students in the programme management            | 4    |
|  | 11. Students' services   | 5    |
| 12. Career guidance and prospective students' training | -  |      |





### 3. QUALITY OF LEARNING OUTCOMES

#### Direct assessment of competence by the reviewer

The direct assessment of competencies of graduates was conducted during the on-site visit. Second-year students took part in the direct evaluation, in the number of 6 people, which is 60 % of the final course.

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

The formation of the following competencies has been analysed:

1. Management and optimization of inbound and outbound logistics of a commercial enterprise;
2. Identification and assessment of risks in logistic activity;
3. Development and assessment of effectiveness of innovative logistic technologies;
4. Planning and decision making in the field of logistics and assessment of their effectiveness;
5. Design, development and realization of data and technological support of logistic activity;
6. Research, modelling and assessment of business technologies;
7. Study of forward growth areas of logistic activity;
8. Search, analysis, systematization and generalization of scientific information.

When implementing the procedure for direct assessment of competencies, the reviewer used the methods of direct questioning on main logistic ideas definition and offered case production and analytic problems. Masters were offered to finish calculation formula of warehouse, stores, transport's effectiveness indicators of the commercial enterprise. They were also offered to compare several modern logistic software packages with description of their advantages and disadvantages. Besides, they were asked questions of scientific component of their dissertation's themes.

Based on the results of a direct assessment of competencies the reviewer evidenced the high level of mentioned competencies formed, results are given in the table.

| Level<br>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%) |
|--------------------------|--|--|---|
| 2 people (30%)           | Yes  |  |   |
| 3 people (50%)           |  | Yes  |   |
| 1 person (20%)           |  |  | Yes   |

In assessing the quality of education, reviewer has looked through 3 graduate qualification works, representing 50 % of the graduate works of the last academic year in this field of study. He has concluded that these graduate qualification works correspond to all the requirements stated below:

#### GRADUATE QUALIFICATION WORKS

| № | Objects of assessment | Comments of the |
|---|-----------------------|-----------------|
|---|-----------------------|-----------------|



|    |  | <b>reviewer</b>   |
|----|--|---|
| 1. | Subject of graduate qualification work corresponds to the field of study and modern level of science, technology and (or) software technology.   | 90% corresponds   |
| 2. | Tasks and contents of graduate qualification work are aimed at confirmation of graduate competencies.  | 70% corresponds, too theorized.                                   |
| 3. | Rate of use of materials collected or obtained during the passage of pre-degree practice and implementation of course papers in the graduate qualification work.   | 60% corresponds, much statistics and few technology.              |
| 4. | Subject of graduate qualification work is defined by demands of industrial organisations and tasks of experimental activities solved by faculty of the institution.  | 60% corresponds, companies don't set real tasks.                  |
| 5. | The results of graduate qualification work find practical application in the workplace.  | 60% corresponds, see above  |
| 6. | Rate of use of the research activities' results of the department, faculty, and third-party research and production and / or research organisations when performing independent research parts in the graduate qualification work. | 80% corresponds, most results within the educational organization |

### ***Conclusions and recommendations of the reviewer***

#### ***Conclusions***

On the basis of the above mentioned evaluation there were drawn following conclusions on areas of improvements:

- Graduate qualification work tasks are more focused on the use of competencies gained in the course of the study as a reference material, but not competencies, gained individually;
- Internships' bases are mostly used as a source of material collection, participation of production workers in dissertation research is minimal;
- Production tasks of undergraduate internships' objects are little used as a main goal of dissertation research;
- Use of research activity of the Department and external resources is minimal, main research of the Master Degree students is hinged on scientific interest of the supervisor;
- Dissertation works mainly can be considered as a development of Bachelor's works, but not as pre-doctoral research;
- There are no dissertations, prepared and/or defended in English;
- There are no dissertations, defended at the RSUE, but prepared at other educational organizations of the region or following the materials of foreign companies;
- There isn't any ICT part in the dissertation research structure.

#### ***Recommendations***

- It is recommended to increase the tasks' scope, aimed at the individual search for solution, to encourage unconventional approach of the Master Degree students to conducted research, for that end in the task it's necessary to limit most traditional approaches at once, despite their evident effectiveness;
- To increase the number of mutual projects with the Master Degree students of other educational organizations or specialties (logistician + transport specialist, logistician + manager, logistician + technologist etc.) with consequently dual defence or on a joint commission;

- To increase the role of co-heads from the industry, granting right of a verifier, who defines admission of the graduate qualification work to defence and to put into practice public defence on an enterprise in front of the production collective;
- To expand the problematics of dissertation works' questions to the international (near/transborder) level, to use widely material of international projects and organizations (USAID, TRACECA, CAREC, WHO, FAO etc.) for further development in a doctoral format;
- It's recommended to the research supervisors to increase the role of Master Degree students' reflection and to give up on direct material presentation and moreover already made solutions, to pay more attention to psychological adaptability and kinaesthetics of the Master Degree students, to apply stress-testing practices more often. Exactly these personal qualities are essential in the profession of logisticians;
- To strengthen chapters of a dissertation work on applying elements of operative management, corporate management, mathematic modelling, system programming, psychological and social research.

### ***Additional information***

As a result of questioning of students, the data were presented by educational institution. These data have been verified by the reviewer during the on-site visit and were confirmed by the reviewer as a result of on-site visit.

## **4. EDUCATION QUALITY ASSURANCE**

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

*Evaluation of criterion: good*

*Strengths of the programme*

The programme is well documented, formal documents are elaborated, follow-up documentation is timely updated. Besides the programme's strategy provides formal opportunities for active involving of employers, students, teachers – production workers and part-timers from other educational organizations. The strategy allows creating the Department's branches on enterprises, to form flexible programme of study, to answer to the trends of the labour market, legal and professional field. The strategy allows full using of available academic freedom within the framework of Bologna process principles. The strategy is provided with formal tools of monitoring and amendment of educational programme's quality.

*Recommendations:*

It's necessary to use the tools provided by the strategy as for compliance of the programme's content with the labour market needs more effectively; as for participation of employers, students and other stakeholders in the process of forming and adaptation of the educational programme; to widely inform external and internal prospective consumers about programme's capability.

For that end it's necessary to implement more communicative methods of teaching, to adapt material to specifics of the students, to study and to apply most appropriate channels of information perception by the students. To monitor the material's adequacy from time to time. To involve more specialists from the production to develop and participate in the lectures. To open branches of the Department on several enterprises of different logistic areas.

*Additional information*

During the on-site visit, the interviews with employers, students and teaching staff were conducted, by results of which it is possible to conclude that on paying sufficient attention to formal format of the educational programme development strategy, the leadership has to divide the strategy into prospective and operative periods and to pay more attention to the human resources development of the programme.

During the self-assessment, the institution has presented data on the survey about professors' satisfaction with personnel policy, the existing system of motivation.

During the on-site visit, interviews were conducted among the professors involved in the programme implementation.

Following the results of the interview, the reviewer concludes that the motivation system has a risk of the most prepared middle-aged employee attrition into the competitive environment and recommends to the leadership to monitor constantly the equipment, working conditions and labour remuneration in the organizations of education and science and to maintain its above average level, according to the high social status of the RSUE.

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

*Evaluation of criterion: excellent*

*Strengths of the programme*

An attractive competence model has been developed. The programme's content on the disciplines and modules' level is aimed at this model provision. The model has been developed taking into account generalized requirements of the labour market. The control system has variative parts, which let fully assess the students' progress. The descriptive part of the programme has a huge range of competencies and teaching methods, which satisfy most students.

### ***Recommendations***

It's necessary to update the disciplines' content, not the programmes' one. It's recommended to flexibly interpret the dogmatic theoretical material. It's recommended to strengthen calculation and mathematical tool of competencies. Logistics is an area of competencies across Economics, Technology and Sociology. Everything should be evidenced with examples and calculations. It's necessary to use phantom clients in the data bases of the region's vacancies to fully understand the labour market's trends. More concrete recommendations are given in the check list.

### ***Additional information***

During the on-site visit, the reviewer interviewed the students of the evaluated programme. One of the issues discussed was the adequacy of the structure and content of the programme to the expectations of direct consumers of programme - students. Based on the results of the meetings, the reviewer concludes that in the educational organization there is a tendency for unification of disciplines, for priority of group's formation over students' right to have an individual path of education.

## **3. Teaching materials**

### ***Evaluation of criterion: good***

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

There is available a strong legal framework as disciplines teaching materials standards, all the development and updating processes of the teaching materials are documented, the teaching materials correspond to the scientific community, control materials fully comply with the teaching materials' content, a big list of learning technologies and a big set of professional competencies are formally presented.

### ***Recommendations:***

It's recommended to strengthen teaching materials with applied materials, it's necessary to visualize educational information, embracing all the senses.

### ***Additional information***

During the on-site visit, the reviewer got acquainted with the educational materials developed in the educational institution.

The reviewer makes a conclusion that teaching materials are prepared by the faculty on the basis of scientific library sources of an impersonal and generalized character.

During the on-site visit, the reviewer analysed the measurement and control materials used by the educational institution for ongoing progress control. This allowed the reviewer to make a conclusion about their adequacy.

Following the results of the survey, provided by the educational institution, whose results were evidenced in the course of the on-site visit, most part of the students think, that the students' participation in development and filling of the disciplines' content is minimal and is realized only in the part, available for presented internal resources of the educational institution.

In this regard the reviewer recommends involving students into teaching materials' updating more, especially those, who balance work in the field and the study. Detailed information see in the check list.

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

### ***Evaluation of criterion: good***

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

A broad list of education technologies is provided. During the visit the faculty evidenced its knowledge of different best practices and educational technologies. The programme has all the formal features of a broad implementation of e-learning.

### ***Recommendations:***

It's necessary to apply capabilities of e-learning to individualize educational paths, to apply internet-content broadly, to increase the share of individual tasks, to use the whole range of described technologies. It will have a positive impact on socio-communicative competencies of a trainer (which lets avoid professional imprints) and of students (which raises self-esteem and satisfaction with achievements).

### ***Additional information***

During the on-site visit, the reviewer visited the lesson, the analysis of which is presented below.

Full name of the professor Sergey N. Reznikov

Group/Specialty Logistics in commerce, Mater's Degree, 2<sup>nd</sup> year

1. Discipline/module Storage and Retrieval Provision of Logistics
2. Type of training Lecture
3. Lesson focus: Specifics of storage and retrieval provision and logistics in the system of goods purchasing of consumer's market.
4. Lesson purpose: not clarified
5. Lesson aims: not clarified
6. Facilities: room
7. Specify:

| No | Knowledge, abilities, skills, which are to be formed on a lecture and competencies, influenced by these knowledge, abilities and skills (have to be clarified by the lecturer)   | Forms, tools, methods and techniques, which are to be used during the lesson to form competencies |
|----|--|---|
| 1. | General competence-6, Professional competence-6<br>To know main approaches to creative combination of new logistic decisions on progressive change of storage and retrieval provision of a production and goods distribution.  | Oral presentation of material   |
| 2. | To be able to use new managerial approaches to develop innovative strategies and technologies of organization and management of the storage and retrieval provision process of commerce activity, which can be unified to solve this task on different industrial markets. | Oral presentation of material   |
| 3. | Skills of creative and economically effective organization of storage and retrieval provision of commerce activity on the basis of new approaches and knowledge application.   | Oral presentation of material   |

### **THE EVALUATION OF A LECTURER**

| №  | Criteria of analysis               | Index  | Mark (0,1,2) |
|----|------------------------------------|--|--------------|
| 1. | Compliance with the lesson's order | Timely start and end of lesson, balanced time of sections. | 0            |

|     |   |   |      |
|-----|---|---|------|
| 2.  | Organisational process  | Greeting. Informing about topics and target (connection between target and formed competencies).  | 1    |
| 3.  | Motivating students for the upcoming activities   | Indication of urgency, of formed professional and / or social and personal competencies.  | 1    |
| 4.  | Classroom climate   | Presence of a positive emotional interaction between lecturer and students; mutual goodwill and audience participation.   | 1    |
| 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 facts.   | 0    |
| 6.  | Compliance with the content of the course programme   | Compare with study programmes of the disciplines (teaching materials).  | 2    |
| 7.  | The use of visual aids  | Textbook, workshop, handouts, tables, figures, etc.   | 0    |
| 8.  | Oratory   | Audibility, intelligibility, euphony, literacy, rate of speech; facial expressions, gestures, pantomime; emotional intensity performances.  | 0    |
| 9.  | Sensitivity to the audience   | The ability to react to changes in the perception of the audience.  | 0    |
| 10. | Correctness to students   |   | 2    |
| 11. | Methods of attention organisation and student behaviour regulation  | Increasing the interest among the audience (the original examples, humour, rhetorical devices etc.); Involving the audience in a dialogue, in the process of performing tasks, etc. However, do not: open call to the attention of the audience; demonstration of disapproval; psychological pressure, blackmail. | 0    |
| 12. | Feedback during the lecture   | Control of material learning  | 0    |
| 13. | Summing up (organisation of reflection)   | Organisation of reflection in which students are actively discussing the results  | 1    |
| 14. | Image   | Compliance with corporate identity, presentable, charisma   | 1    |
| 15. | Final evaluation (average)  |   | 0,65 |
| 16. | Comments and suggestions of the reviewer: the teacher lacks of skills to manage the audience, to organize students' activity during the lesson, to get feedback, there is no time-management, lack of oratorical skills, persuasiveness and confidence in his material. |   |      |

As a result of analysis of desk review of self-assessment, curriculum and class schedules analysis, the reviewer determined that the percentage of classes conducted in an interactive way for the whole programme makes 50%. During the on-site visit, teaching materials of five

subjects were studied. Based on this data the reviewer concludes about necessity of interactive classes' quality enhancement. According to the expert, the teacher should become a task originator and a moderator during the interactive lectures.

## **5. Teaching staff**

*Evaluation of criterion: good*

*Strengths of the programme*

The programme is 100% provided with the faculty having a degree and complies with all formal requirements of standards and regulations; disciplines' modules are distributed among the faculty in compliance with the basic education or scientific interest areas. Educational organization possesses a good system of the faculty effectiveness monitoring, there is operating a candidates pool system, conditions for the faculty's qualification advance are provided. Working day standardization stipulates a library day for scientific research, there are available language courses for the faculty, and some teachers have working experience in industries or balance this activity currently and have a compliance with industry standards' requirements. There is presented a strong countrywide scientific school headed by Professor A.U. Albekov, Rector of the educational organization, Russian Federation Government Prize winner in the field of education.

*Recommendations*

To give the faculty an opportunity for further training on operating enterprises, to balance work on the educational organization with the production. The Logistics specialty perfectly suits for organization of real consulting bureau, freight forwarder, stock trading and other types of e-business. It's necessary to carry out systematic training of the faculty of methods of business presentation, training, personal superiority, behavioural models. It's necessary to fill in the vacant niche of the faculty up to 30 years old in the short term. It's recommended to strengthen personal contacts (work in pairs, duality) between the faculty and engineering employees and administering and managerial staff of an enterprise as for mutual lecturing, publications, participation in conferences etc.

*Additional information*

Analysing the facts set forth by the educational institution in the self-assessment report, the reviewer concluded that the presented data are relevant and reliable.

Following the results of presented data analysis the reviewer concludes about positive tendencies in personnel policy and recommends to the programme's heads to pay attention mostly to maintenance of available potential of the Department and to improvement of the faculty incentives system.

## **6. Material and technical and financial resources of the programme**

*Evaluation of criterion: good*

*Strengths of the programme*

Possibility of material and technical and financial resources involvement has a good regulatory basis at the educational organization, procedures of budgeting stipulate possibility of constant updating the material base, library stock possesses adequate list of needed literature and provides access to external resources.

*Recommendations*

Specialty Logistics doesn't require big financial investments into equipment or special labs, but availability of modern and constantly updating licensed software is obligatory. There



are many apps, which let teach technological (transport, storage, custom, transshipping etc.) processes. It's recommended to provide computer classes with necessary software complex, to implement ICT classes into the special disciplines' content, to stipulate an individual module in graduate qualification work, dedicated to software engineering or concrete adaptation of the programme to a certain task. To involve more employers for their equipment into target training of specialists on the principles of state and personal partnership.

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

During the on-site visit the reviewer studied material and technical basis and interviewed students and the faculty, participating in the programme's realization, as for satisfaction with room facilities quality, learning tools, special software. Gained data let the reviewer draw the conclusion about adequacy of financial resources upon availability of certain initiatives from the part of the students, the faculty and the employers. Besides the conclusion was made about clear inadequacy of application of up-to-date learning tools, software, subscriptions to paid teaching internet resources etc.

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

#### ***Evaluation of criterion: good***

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

Educational organization has a strong positive regional image, quite broadly uses its proved brand "RINKh". It is possible thanks to a good informational policy of the educational institution. As for informational provision of the educational programme: the programme has an access to all network resources of the educational organization and internet resources, realized through resources of the educational organization. The faculty's access to world citation bases has to be marked. Personal account of the student lets him or her to fulfil planning and control of learning activity.

#### ***Recommendations***

According to the self-assessment report of the educational organization and to the evidence from the on-site visit, inside the educational organization there is no labour market with a vacancies base for graduates with a personal account access.

### **8. Research activity**

#### ***Evaluation of criterion: good***

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

The programme is based on a good scientific school, what provides a certain status and quality assurance to the Master's programme. Scientific and research activity of the Master Degree students and the faculty are related closely enough. There can be seen principles of succession and delegation, when materials of students' course works with their consent are used in Master or Candidate's dissertations and so on. Following the results of dissertation research there are published monographs and study guides. Results are implemented into learning process and available for all the stakeholders. There are disciplines in the Master's programme, aimed at competencies on scientific research carrying out.

#### ***Recommendations***

It's necessary to stipulate availability of some scientific circles in different areas of logistics for cross study of logistics. Logistics as a research area is broad enough and has a close connection to different fields. New scientific inventions in the field of logistic are almost impossible – the novelty can consist in implementation of innovative approaches to solve practical tasks. That being said it's necessary to guide the Master Degree students research areas into opening of own business projects, upgrading of complex macrologistic systems of the region

etc. Research results implementation practice shouldn't have only formal character of an inquiry, it's necessary to have a draft pilot model of a logistic decision at the Department, which should be used as a visual aid while teaching follow-up courses as long as it's actual. It's recommended to nominate such decisions for different competitions and grants.

***Additional information:***

Educational institution has provided in the self-assessment documents data on monitoring results of students' opinions "Impact of research activity on educational quality". The reviewer concluded that the research goal is often the research process itself. Research isn't a learning process supplier.

Students' involvement into scientific circles has been analysed. For the students of the programme under review at the educational institution there is opened one circle "Topical issues of theory and practice of world economic interaction". All the students attend to the scientific circle on a regular basis. According to the students, the participation in a scientific circle is obligatory, because the circle's activity is aimed at making up for lack of time during the lectures and work with the graduate qualification works. During the circle's activity the students aren't informed about the final goal of the project, they are occupied with fulfilment of their narrow tasks, they don't gain new knowledge, abilities or skills in allied sciences and techniques and so on. On that basis the reviewer recommends to obligatorily provide availability of several circles in main fields of logistics (transport, production, storages, finances) with obligatory participation of paid practitioners, businessmen, guest lecturers from abroad and other regions, business trainers etc.

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

***Evaluation of criterion: good***

***Strengths of the programme***

The programme has all the necessary regulatory background for active participation of employers in design, updating and development of educational programme. The employers confirmed their real participation in educational programme quality assessment. Employers having a Department's branch on the enterprise, actually are involved into graduates' employment. Employers take part in final evaluation of the graduate qualification work. There are examples of conduct of master-classes, trainings and separate meetings with the students.

***Recommendations***

To use results of educational programme quality assessment by the employers practically, not formally. To provide competence matrix formation solely to the employers, partners and HR agencies of the region. To draw up measures of employers' feedback support, introduce them into collective body membership of programme's teaching materials regulation. To enhance employers' interest in sponsorship of the educational programme.

***Additional information***

In the self-assessment report of the educational institution there are presented data on employers' survey results about their satisfaction with the graduates' preparation quality.

At that the employers have mentioned, that the graduates have problems with the following competencies: first – communicative (ability of quick adaptation to changeable conditions), psychological (law ability to handle stress and law commitment), reflexive (ability to interpret knowledge into skills), ICT-competencies (lack of skill to use special software), persistence (dominance of dogmatics over variative abilities to apply skills), later – law self-esteem, law focus on business of knowledge, abilities and skills.

## **10. Participation of students in the programme management**

*Evaluation of criterion: good*

*Strengths of the programme*

The programme has all the regulatory feedback for active participation of students in design, updating and development of educational programme. There is available a relevant regulatory basis. The students really take part in quality assessment of educational programme and the faculty. The students have all the formal opportunities of having impact on educational programme quality, choice of the teachers, individualization of educational path, regulation of competencies scope etc.

*Recommendations*

To use results of educational programme quality assessment by the students practically, not formally. To discuss with the students in the first period the synopsis of the programme, goals and expected learning outcomes and, if necessary, to amend teaching materials' content. To draw up measures of students' feedback support, introduce them into collective body membership of programme's teaching materials regulation. To encourage students' interest in extracurricular meetings with the professional community, regional chambers of entrepreneurs. To initiate business-projects in the students' environment.

*Additional information*

During the on-site visit the expert has analysed the students' participation in the bodies of student self-government and scientific circles.

Based on the analysis of the data presented the reviewer concludes that it's necessary to develop creativeness in the educational environment of the programme, of the practice oriented teaching materials, mutual choice of teaching methods for special disciplines.

## **11. Students' services on a programme level**

*Evaluation of criterion: excellent*

*Strengths of the programme*

The educational organization has great opportunities for stipulation of the balanced personal growth of the students and the faculty. The students have real opportunities to participate in social and cultural life of the educational organization and the region, to get creative development, to get material and social support in accordance with the law.

*Recommendations:*

It's necessary to reconsider the plan of buildings and constructions, internal rooms and illumination, equipment and facilities as for physical accessibility for disabled people. Taking into account that the educational organization's specifics is economic area, most suitable as for professional requirements for prospective disabled students, it's necessary for the educational organization to improve its policy of enrollment, transfer, current control of the progress and educational resources in terms of their accessibility for disabled students. It will let broaden the students' composition, including contractual ones, and it will have positive influence on the educational organization image. It's recommended to aim the e-learning and network resources capabilities at provision of qualified educational services to this category of people, to create for them a physically and psychologically favourable environment.

## **12. Career guidance. Assessment of prospective students' preparation quality (for the Bachelor's degree)**

*Evaluation of criterion:* Master's programme has been reviewed

## CVs of reviewers

Reviewer's full name: **Baizhan N. Ualkhanov**

|   |   |
|---|---|
| Place of work, position   | NJSC “National Agricultural Scientific and Educational Centre”, Kazakhstan Republic.  |
| Academic degree, academic title                                     | PhD in Technical Sciences, Assistant Professor of Transport   |
| Deserved titles, degrees  | No  |
| Education   | Higher technical, higher legal education  |
| Professional achievements   | Vice-rector regarding strategic issues of national educational organization; Director of the Department of national administer holding company; cofounder of two companies in the field of consulting and pharm; author of over 40 publications and R&D in the field of Logistics, Transport, Pedagogics, an invention patent holder; national and international reviewer on assessment of educational quality, teaching materials (Ministry of Education and Science of the Kazakhstan Republic, HAAP agency, ACQUIN, AKKORK); coach on teachers' training and assessment (Person Education),reviewer on quality management system of series ISO 9001 (TUEV Nord). |
| Research interests  | Logistics, Transport, Agricultural Economy, teaching, training and consulting, Social Security  |
| Practical experience in the direction of the programme under review | Scientific and pedagogical – 15 years, practical – 5 years.   |

Reviewer's full name: **Oleg Jurba**

|   |   |
|---|---|
| Place of work, position   | Operational logistics director, Perekrestok Chain |
| Academic degree, academic title                                     |   |
| Deserved titles, degrees  |   |
| Education   | Higher  |
| Professional achievements   |   |
| Research interests  |   |
| Practical experience in the direction of the programme under review | 15 years  |

Reviewer's full name: **Maria Guseinova**

|   |                             |
|---|-----------------------------|
| Place of work, position   | Student, REA n.a. Plekhanov |
| Academic degree, academic title                                     |                             |
| Deserved titles, degrees  |                             |
| Education   |                             |
| Professional achievements   |                             |
| Research interests  |                             |
| Practical experience in the direction of the programme under review |                             |