

Approved by

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REPORT
on the results of an external evaluation of
the “Economic Security” Specialist programme
Belgorod National Research University

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SUMMARY OF THE PROGRAMME

The specialist programme¹ «*Economic Security*» is implemented by the Institute of Economics (is a structural subdivision in the University same as Faculty) at the Belgorod State National Research University “BelGU” (BelSU) since 2012 and leads to the award of the Specialist’s degree. The programme is managed by Professor Marina Vladyka, Head of the Institute of Economics at the BelSU, Head of the Department of Economics and Production Processes Modeling, Doctor of Economics.

The educational programme is the successor of the educational programme "Economics and legal regulation of foreign economic activity". The last graduation was on June 30, 2015. The transformation from the programme "Economic and legal support of economic security" to "Economic security" was caused by the following reasons: changes in the state educational standard and changes of the labor market needs.

Education programme “Economic security” is implemented in the Institute of Economics since 2012. At the same time, it should be noted that since 2012, the teaching of specialists was performed within the educational standard of higher professional education in the field of study (specialty) "Economic security" (qualification (degree) "Specialist"), approved by the Order of the Ministry of Education and Science of Russia on January 14th, 2011 No.19. The first graduation of the programme "Economic security" was in June 2017 (after the site visit).

The programme was already updated in accordance with the Federal State Educational Standard of Higher Education, specialty "Economic security" (Specialist’s degree) issued in January 16th, 2017 No.20. The graduate student of this specialty is assigned the qualification degree "Specialist".

The the programme is under the Department of Economics and Production Processes Modeling (founded in 2007 as the Department of Economics and Statistics)).

The programme was developed due to technical and human resources of the university, requirements of the labor market.

Alumni are prepared for the following types of professional activity:

- calculation- economic and project-economic activity,
- law enforcement activity;
- control and auditing activity;
- informational and analytical activity;
- reviewer-consulting activity;
- organisational and management activities;
- research activity;
- pedagogical activity.

It is planned to make further programme specifications due to results of alumni employment monitoring.

The on-site was conducted by the AKKORK reviewers from April 17 to April 18, 2017. An external evaluation of the educational programme was performed by a AKKORK reviewers team: Tatyana Berezkina, Yuri Sanberg, Olaf Neitzsch.

Number of students

| Programme | Current students (full-time) | Budgetary (state-funded) | Contracted funding' | Non-budgetary |
|-------------------|------------------------------|--------------------------|---------------------|---------------|
| Economic Security | 223 | 18 | - | 205 |

¹ Specialist programme lasts for 5 years of study and is remaining still (after Bologna Declaration) in some fields of Russian Education according to the RF Law on Education

Strengths of the programme

The evaluated educational programme has of the following advantages:

- The Institute of Economics as a structural department of the University has material and technical facilities that provide disciplinary and multidisciplinary studying. Classrooms are prepared for variety ways of studying, such as lecture-type classes, seminar classes, course planning, collective and individual consultations, current monitoring and intermediate certification, as well for independent work and facilities for storage and protective maintenance of educational equipment. Special rooms are equipped with specialised furniture for presenting educational information to a large audience.
- High competitive level of the programme in the labor market and significant interest from the applicants.
- The practice-oriented learning concept is implemented via the classroom work, using various educational technologies, and internships. For example, as a part of educational process students have an opportunity to work with clients of National bank of Russia, the same cooperation exists with another partner of the University - "Qvadra" - "Yuzhnaya.
- Both employers and graduates give positive feedback about education process and especially about practice.
- BelSU / the Economics Faculty have a close cooperation with “the practice” means employers such as Companies and State Authorities in the Belgorod Region, which positively contribute to the outcome of the programmes and to the graduates’ success in finding a job.
- Graduates of programme “Economic Security” are in demand and almost all of them find employment (92% employed; 8% on maternity or in Army service).
- At the Economics Faculty reviewers experienced a “family atmosphere”, which was confirmed during meetings with stakeholders such as teachers, students, alumni and employers / partners from practice and that impacts positively Quantity and Quality of outcomes of the 2 programmes.
- In reviewers’ view it is a good concept of combining Economics and Law into such programme, especially in a market like Russia where a strong focus on Economic Security is required for both Businesses such as Companies and Banks as well as State Authorities such as Local Government Administration and Law Enforcement Agencies. That strong demand for Economic Security was also confirmed during the meeting with Companies and State Authorities which recruit graduates from BelSU.
- Additionally, as reviewers were advised, there are not many other Universities within the Central Federal District offering such a programme.

Weaknesses of the programme

- Less than 45% - 50% of Professors have several years practical working experience on at least Managerial level; the ones who have, have it mainly in Accounting but not in the “Economic Security”; that could result in not sufficient Practice Relation during the Study, despite the fact that students go to several weeks “Work Practice” / Internship in the last Semester.
- Despite English Language courses, no “Business” / Finance disciplines are obligatory provided in English; that could result in less familiarity of graduates in contact / negotiations with foreign Business Partners of their future Russian Employers or graduate’s limitation to join foreign Companies with business in Russia.
- Also, no foreign Professors for “Business” / Finance disciplines are lecturing. That could lead to less Internationality and “Global Mindset” in the programmes, and again limiting the Graduates in contact / negotiations with foreign Business Partners of their future Russian Employers or graduate’s ability to work for foreign companies in Russia.

- Soft Skills (*) are not obligatory taught. That could result in Graduates just being good “technical specialists” in their field but lacking Managerial skills for leading teams or lacking “negotiation” skills when dealing with external partners of their future employers.

(*) Such as People- / Organisation-Management & Leadership; Team Management; Conflict Management; Negotiation Skills; Personal Development

Main reviewers recommendations on the analysed programme

The analysis of the educational programme allows us to make several recommendations:

- Results of the studying should be re-written in accordance to competences in the federal standard (this is not obligatory by government now, but will be a way of improvement).
- To create and implement a programme of involving the young specialists to the teaching activity.
- To activate students research work.
- To think over the possibility of implementing research and development activities jointly with other Institutes of the University;
- To activate research activity in collaboration with employers.
- To sign-up some more Guest Lecturers from “the Practice” (e.g. Companies, State Authorities) on Manager / Director Level to strengthen the practice related content and that could be a “quick & easy” fix. Also, as they are not permanent employed by the University, the BelSU has more flexibility to sign them up as per demand, demonstrated performance and “most relevant topics”.
- To establish some “Business” / Finance disciplines in English language and making that obligatory. That will improve familiarity of graduates in contact / negotiations with foreign Business Partners of their future Russian Employers or Graduate’s success in joining foreign Companies with business in Russia.
- To sign-up some foreign Guest Lecturers for “Business” / Finance disciplines to strengthen the Internationality aspect regarding Background, “Global Mindset”, Business Culture and to have a “fresh outsider’s view”. Again, that would improve abilities of graduates in contact / negotiations with foreign Business Partners of their future Russian Employers or graduate’s success in joining foreign Companies in Russia.
- To establish some obligatory courses or one combined Module on Soft Skills (*) to strengthen graduates’ Managerial skills for leading teams and “negotiation” skills when dealing with external partners.

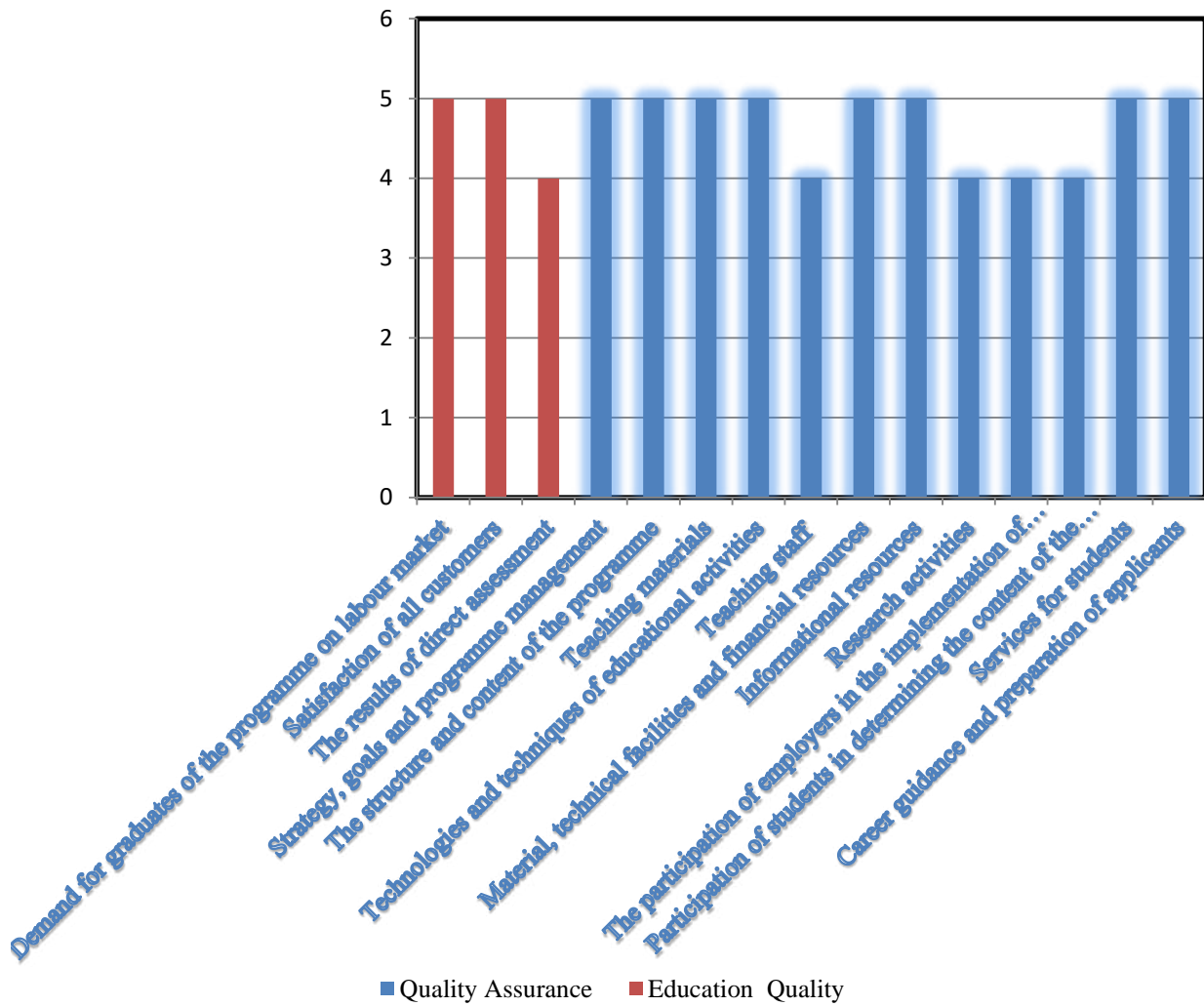
(*) Such as People- / Organization-Management & Leadership; Team Management; Conflict Management; Negotiation Skills; Personal Development

Profile of learning outcomes assessment and education quality assurance

| No | Criterion | Mark | |
|----------|--------------------------------------|--|---|
| <i>I</i> | Quality of education outcomes | | |
| | 1. | Demand for graduates of the programme on labour market | 5 |
| | 2. | Satisfaction of all customers | 5 |

| | | | |
|-----------|---|--|---|
| | 3. | The results of direct assessment | 4 |
| <i>II</i> | <i>Quality Assurance:</i> | | |
| | 1. | Strategy, goals and programme management | 5 |
| | 2. | The structure and content of the programme | 5 |
| | 3. | Teaching materials | 5 |
| | 4. | Technologies and techniques of educational activities | 5 |
| | 5. | Teaching staff | 4 |
| | 6. | Material, technical facilities and financial resources | 5 |
| | 7. | Informational resources | 5 |
| | 8. | Research activities | 4 |
| | 9. | The participation of employers in the implementation of educational programmes | 4 |
| | 10. | Participation of students in determining the content of the programme | 4 |
| | 11. | Services for students | 5 |
| 12. | Career guidance and preparation of applicants | 5 | |

Profile of learning outcomes assessment and education quality assurance



QUALITY OF LEARNING OUTCOMES

1. Demand for the programme graduates in federal and regional labour markets

Criterion assessment: excellent

Analysis of the role and place of the programme

The programme "Economic security" has been implemented in the Institute of Economics since 2012. This educational programme is the successor of the educational programme "Economics and legal regulation of foreign economic activity". The last graduates completed it on June 30, 2015. The transformation from the programme "Economic and legal support of economic security" to "Economic security" was caused by the following reasons: changes in the state educational standard and changes of the labor market needs.

Analysis of regional and local labor markets needs for employees was carried out by the Regional Agency for the Development of Qualifications of the Belgorod Region. It was confirmed that a high demand for the specialists in this field.

The demand for programme "Economic security" among the applicants and their high level of preparation is evidenced by the fact that in recent years (since 2012) the pass rate has almost never dropped below 235, and the competition for the budget places was not lower than 20. In 2016 the average Uniform State Exam score was 73 for places with payment of the expenses of full-time studying.

The programme was developed due to technical and human resources of the university, requirement of the labor market.

Alumni are prepared for the following types of professional activity:

- calculation- economic and project-economic activity,
- law enforcement activity;
- control and auditing activity;
- informational and analytical activity;
- reviewer-consulting activity;
- organisational and management activities;
- research activity;
- pedagogical activity.

It is planned to make further programme specifications due to results of alumni employment monitoring.

Thus, the educational programme "Economic security" can be considered as prospective for providing the region with qualified human resources due the accumulated potential and experience of staff of the Institute of Economics. In particular, a number of characteristics encourage the guarantee of the success:

The classical academic approach of educational activity, supplemented by the modern approach of practice-oriented education. For example, the percentages of trainings in the disciplines are as following: "Economic security" - 15%, «Economics of enterprises and organisations" - 30%, "Control and audit" - 10%, "Risk assessment" - 15%.

Studying technologies are correlated with the implementation of the research activity. The teaching staff actively use innovative methods in the educational process. Gaming technologies (role, business, reflective-role, imitative, etc.) take an important place in the activity of professors. Thus, a business game (imitation of law proceedings, business negotiations on concluding a contract, designing and presentation of investment projects, imitation of the UN model and its individual conferences, the game "international currency and commodity exchanges", etc.) is widely spread in the educational process.

Information and computer technologies that allow modeling of economic processes are actively used in the educational process. Students practice skills in finding economic information

and various databases based on relevant programmes. The technology of rating control can also be included among the developing technologies.

Interaction with employers based on long-term contract (was created the document named the “Road map” and consists a list of actions with partners which should be done in the next years). For example, the World Economy Department signed the agreements with Belgorod region enterprises for organization of students’ internships. The main places of students’ internships in the field of accounting, analysis and audit are OOO BetonStroy, OAO MRSK Center - Belgorodenergo, OAO Kolos, OOO Belgrankorm, ZAO Tommoloko, OOO VetAgroimport, AO BZMMK V.A. Sklyarenko, OOO ARGOS 2003, OOO Dormaster 31, etc.

International activity which is implemented in various kinds of joint programmes for both Russian and foreign students and teachers;

Academic mobility, which is implemented in the annual exchange of students for studying the certain courses;

Formed unified educational environment of the Institute of Economics;

Well-developed infrastructure, both in BelSU in general, and in the Institute of Economics as its department.

The programme is unique for the region due to the absence of similar programmes at the universities within the Central Federal District.

Graduates of “Economic Security” are in demand and almost all of them find employment (92% employed; 8% on maternity or in Army service). That “demand” is not just “quantity” (e.g. if demand would be higher than supply volume-wise) but also in “quality” meaning the employers really appreciate the quality of graduates from this programme.

Analysis of informative indicators provided by the university (conclusions)

The graduation of students of the programme "Economic security" was in June 2017 (after the site visit). At the time of the self-assessment procedure 53% of the students of the graduation course provided certificates confirming the potential employment offers. By the end of the studying all graduates have agreements about their employment, 25% have received a job offer after the internship.

The Center for Professional Career has been established in the BelSU in order to monitor and assist the employment process.

The Institute of Economics cooperates with the business society, state authorities and local self-government. The students have internships with the opportunities of further employment at the leading enterprises and in the largest banks of the city.

The percentage of the employer-sponsored educational contracts in 2014-2015 was 0.9% (8 contracts); 2015-2016 - 1.1% (10 contracts); 2016-2017 - 1.3% (11 contracts).

In general, with a positive assessment of the quality of education from the employers’ side, wishes and recommendations are given on various aspects of the content of studying, practical skills, etc.

The percentage of students in the programme, combining university education with work, is 5%. Senior years students have the opportunity to attend classes by individual schedule, it helps them combine studying and working.

There are no complaints from the employers on graduate students, combining university education and work in the specialty, as well on those having internships at the enterprises.

It is good to combine Economics and Law into such programme, especially in a market like Russia where a strong focus on Economic Security is required for both Businesses as well as State Authorities.

2. Satisfaction of all customers with the learning outcomes

Criterion assessment: excellent

The satisfaction with the learning outcomes of the students from the graduating year of the educational programme, including sufficient relevance, completeness of the formed competencies, is 100%. This information was confirmed during on-site visit in the process of interviewing graduate the students.

In general, with positive employers ‘assessment of the quality of education, wishes and recommendations are expressed on various aspects of the content of studying, practical skill, etc. The same is mentioned in the State Accreditation Commission reports.

3. Direct assessment of competencies by the reviewers

Criterion assessment: good

The direct assessment of competencies of graduates was conducted during the on-site visit. 4th Year students of “Economic Security” (4 students), representing 10% of the graduating course, participated in the direct assessment.

The measurement and control materials developed by the experts were used during the procedure of direct assessment of graduates (Example of test tasks)

In order to analyze the development of competence the expert chose the following one:

- Evaluation of direct assessment of competency that characterize the personality and that are an integral part of his/her professional competency:

GC-1 “Ability to act in accordance with the Constitution of the Russian Federation and the principles of legality and patriotism”

- Evaluation of direct assessment of social competences aimed at the development, maintenance and improvement of communication

GC-7 “Ability for tolerant behavior, social and professional interaction with due regard to ethno-cultural and confessional differences, work in a team, cooperation with colleagues, preventing and constructively resolving the conflict situations in the course of professional activity”

- Evaluation of direct assessment of professional competencies (“competencies nucleus”) including competencies which reflect the demand (needs) of the federal and/or regional labor markets depending on the major employers of the graduates of the programme

PC-28 “Ability to assess the efficiency of internal control and audit systems”

As a result of the direct assessment of competence expert has revealed

| 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%) |
|--|--|--|---|
| The results of direct assessment of competency that characterize the personality and that are an integral part of his/her professional competency | | | |
| 100% | + GC-1 | | |
| | | | |
| The results of direct assessment of social competences aimed at the development, maintenance and improvement of communication | | | |
| 75% | + GC-7 | | |
| 25% | | + GC-7 | |
| | | | |
| The results direct assessment of professional competencies (“competencies nucleus”) including competencies which reflect the demand (needs) of the federal and/or regional labor markets | | | |

| | | | |
|--|---------|--|--|
| depending on the major employers of the graduates of the programme | | | |
| 100% | + PC-28 | | |
| | | | |
| | | | |

Conclusions and recommendations of the reviewers

Conclusions

Analysis of the information allows to make the following conclusions:

- The demand level for graduates of the programme by the labor market is high.
- Satisfaction of the consumers in general is at a sufficiently high level (100% from students' side, about 95% from representatives of employers on the results of completed internships by the students).
- The results of a direct assessment of the formatted personal, communicative and professional levels are : 90% of student participated in the direct assessment has formed the above mentioned competences.

Recommendations

In order to improve the quality of education it is possible to think over about ways of developing professional socialisation and reducing psychological stress skills during the period of working adaptation during the internships and at the beginning of working activity. For example, it could be trainings, lessons in a form of a game.

Obviously, there is a need to combine the efforts of the educational institution and representatives of employers to develop a guidebook for students on internships and adaptation to work adaptation.

An important task is the formation of skills and abilities to make decisions. The development of self-management elements also could be used in the period of studying.

Employers expressed a proposal on the need to assign a special discipline (at the student's choice), which allows to ensure understanding of the features and strategies of city economic development in Belgorod.

Additional material

Based on the survey results of the students, the educational institution provided data that had been checked by the reviewers during the on-site visit. The data provided by the educational institution is confirmed by the reviewers as a result of the on-site visit.

QUALITY ASSURANCE OF EDUCATION

1. Strategy, goals and programme management

Criterion assessment: excellent

The programme development strategy is based on Competitiveness Enhancement Programme for the Belgorod State National Research University for 2013-17 and for the future extension till 2020. This programme is aimed at bringing BelSU among the world's leading research and educational centers. It is approved by the regional authorities. Also the programme development strategy takes into consideration cooperation agreements with the leading representatives of the region's employers; and the corresponding FSES of HE.

Strengths of the programme

- the integral system of internal quality monitoring of the educational processes which complies with the FSES standards has been built at the National University of BelSU as a whole and the Institute of Economics as its subdivision;
- the competence graduate model is based on a result of the interconnection between academic knowledge and practical skills. Its main purpose is the qualitative preparation of future specialists;
- technologies and methods used in the educational process contribute to a more complete disclosure of the disciplines content and the formation of the expected competencies;
- the staff involved in the educational process implements the educational process using the approved technologies and methods of the educational activity;
- close relationships with employers, which results in their involvement in education process and organization of internships for students;
- the University and the Institute as its subdivision have a material and technical base that supports all types of disciplinary and interdisciplinary trainings and laboratory, practical and research work of students, which is outlined by the curriculum, as well as relevant sanitary and fire regulations and norms;
- it is a good concept of combining Economics and Law into such programme, especially in a market where a strong focus on Economic Security is required for both Businesses as well as State Authorities;
- the strong demand for Economic Security was also confirmed during the meeting with Companies and State Authorities which recruit graduates from BelSU;

Recommendations

- Strengthen the Level of Relation to Practice by signing-up some more Guest Lecturers from “the Practice”.
- Strengthen Internationality by establishing some obligatory “Business” / Finance Modules in English language and by signing-up some foreign Guest Lecturers for “Business” / Finance disciplines.

2. The structure and content of the programme

Criterion assessment: excellent

The structure of the programme prepares graduates of the programme for carrying out professional activities in various regions of the country.

Strengths of the programme

1. The programme of preparation graduates for professional work has been recognized in the labor market, since 67 positive reviews from the organisations on the work of graduates and job offers (98.6% of employment) have been received in the last 3 years.
2. The structure of the programme includes 53 compulsory and 12 elective disciplines (24 disciplines of the programme for students' choice), which allow providing individual schedules of the learning process for the students.
3. The structure and content of the programme corresponds to the expectations of students by 100%.
4. The percentage of graduate qualification works, the results of which can be applied in practice at enterprises and organisations is 25%.
5. About 15% of graduate qualification works are performed by students on the topics determined by the request (order) from the enterprises and organisations.
6. The percentage of educational disciplines (courses) developed with the participation of employers is 30%.

Recommendations

It is possible to continue improving the educational programme in accordance with the dynamic changes of the labor market requirements and the specifics of the development of the regional requests for specialists in this field of study. It is recommended to update the educational programme with disciplines that allow the formation and development specialised professional competencies that will be in demand by the labor market. In particular, it is related to the studying of the peculiarities and strategic development of Belgorod city economy.

Additional material

During the on-site visit, the reviewers held meetings with the students of the programme to be accredited. One of the issues discussed is the relevance of the structure and content of the programme to the expectations of students- the direct consumers of the programme. Based on the results of the meetings, the reviewers draws a conclusion about the rational and logical structure of the programme.

3. Teaching materials

Criterion assessment: excellent

The presented teaching materials meet the requirements of the RF Ministry of Education and Science and the RF Federal Service for Supervision in Education and Science, standard regulations of the BelsU and, in general, reflect the structure and content of the programme.

The standards of teaching materials are regulated by the Procedure for the development and approval of methodological guidelines from 16.06.2016, Order No. 171-OD of 26.02.2014 "On Approving Methodological Guidelines for the Formation of Evaluation Tools."

Teaching materials used in the educational process have the consistency and logic of the material presentation, include control questions and tasks, as well as resources for tests; have additional literature for the performance of written papers, and other necessary methodological sources.

Strengths of the programme

1. The percentage of teaching materials agreed with the main labor market partners is 60%.
2. 100% of teaching materials have an external review, which means they are approved by the representatives of the scientific community.

3. All teachers carry out research and development activities, and about 10% of teaching staff of the main disciplines have current working experience in their specialization.
4. Control tests and measurement materials are presented in the teaching materials:
 - developed on the basis of real case studies - 58%;
 - provided by the employers - 10%;
 - developed only on the basis of the theoretical material - 32%;
5. The educational process is completed with 100% working programmes for disciplines (modules) and for all types of practices.
6. The topic of the term papers (projects) is formed with the requirements of the labor market and employers' requests, so it is 90% consistent with the profile of the programme.

Recommendations

1. It's recommended to continue the work on improving the contents of the educational process by strengthening its practical side.
2. Provide more detailed information for students of extramural studies about the programme by using various means of communication.
3. To conduct an "checkup" of all study materials, if their content and sections are in compliance with the discipline (see Additional material).
4. During the on-site visit, the reviewers examined the teaching materials developed in the educational institution.

It is necessary to pay close attention if the content and sections of the discipline are in compliance with each other. A good example is the "Organisation Theory" study programme, author - S.V.Yakimchuk, professor, Doctor of Economic Sciences. The programme was approved at the Department of Economics on April 6, 2016, Report No. 10. Main comments:

1. Section 1. The list of planned learning outcomes of the discipline, correlated with the planned outcomes of the educational programme - *the presented materials are **weakly correlated** with the subject of the discipline;*
2. Section 2. The place of the educational discipline in the structure of the main educational programme - *is indicated by the index C3.V.OD.4, in the curriculum at this index there is another discipline "Fundamentals of Management Theory";*
3. Section 4. The content of the discipline ... - *there is no conformity on the topics in paragraph 4.1 and paragraph 4.2. (Topic 4, Topic 5, Topic 6, Topic 7 (listed twice));*
4. Section 6.2 List of additional literature - *contains 6 titles of non-relevant literature;*
5. Section 9.2 Description of the indicators and criteria for assessing competencies ... - *the presented materials are **weakly correlated** with the subject matter of the discipline.*
The reviewers made the proposal about implementing the discipline "Organisation Theory" instead of the discipline "Fundamentals of Management Theory". This has to be confirmed by an appropriate document. The study materials of the stated discipline has to be improved.
5. According to the results of the survey submitted by the educational institution about 40% of the students believe that their opinion is taken into account while developing and updating the teaching materials. Regarding to this, the reviewers recommends inform students about their opportunity to participate in the development of teaching materials.

Additional material

During the on-site visit, the reviewers analysed the measurement and control materials used by the educational institution for current monitoring of academic performance. This

allowed the reviewers to make a conclusion about their compliance with the goals and objectives of the educational programme.

4. Techniques and methods of educational activities

Criterion assessment: excellent

Strengths of the programme

1. Educational and methodical materials are developed for each discipline. This is a set of teaching materials that assists the effective understanding by the students of the discipline content.
2. Interactive forms of conducting lessons (trainings, business-games, etc.) are developed, especially in the disciplines of the professional cycle. For instance, one of the forms-the trainings: the percentages of the trainings in the disciplines are as following: Economy Security - 15%, Economy of enterprises and organisations -30%, "Control and audit" - 10%, "Risk assessment" - 15%.
3. A "new" e-learning system "Pegasus" (system of distance education "Pegasus") is used for the educational process organisation, the final testing and the implementation of the grade-rating system for evaluating the knowledge of the students- <http://pegas.bsu.edu.ru>.
4. Four master classes have been conducted in the current academic year, prepared by the employers and other members of the professional community. For example, the master class "Education - Career - Success" with representatives of regional and municipal authorities and employers with participation of: V. Merzlikin - deputy head of the administration of Belgorod; S.N. Grishutina - deputy head of the department of investment and support of entrepreneurship of Belgorod administration; S.S. Nekipelov - first deputy head of the department of housing and public utilities of Belgorod region, head of housing and public utilities management.
During the Master Class "Economic Security of Business" in April 2017, such issues had been discussed: economic security of business at domestic enterprises, the impact of the level and quality of people's life on economic security, the activities of the Security Council of the Russian Federation in ensuring economic security of the country, corruption as a threat to economic security (speakers: Daria Malyushchenko - group 06001311, Kirill Nikulin – group 06001401, Anastasia Pushina - group 06001501, Svetlana Baranova - group 06001018).
5. Within the framework of the implementation of the "Road map" between the Institute of Economics and "Sberbank", third-year students of the programme "Economic security" have internship in the training-consulting center. Under the supervision of "Sberbank" workers, students of the Institute of Economics provide services and advise clients of the bank - employees of the "BelSU", for example, issue bank cards, search for clients and enter information about them into the database, acquaint consumers with the banking services and the terms of their provision.
6. "Pegasus" system implements the functions of Learning Management System (LMS) and allows students to learn educational programmes in whole or partially using e-learning and distance education technologies. The percentage of implemented study courses using platforms and e-learning tools is 100% (<http://pegas.bsu.edu.ru>.)
7. All students of the Institute of Economics are automatically registered in the "Pegasus" system and have corporate e-mail addresses linked to their accounts in the LMS. This guarantees the delivery of the educational information as a support for educational disciplines, conducting tests, etc.

Recommendations

In terms of further development it is recommended:

1. Broaden the use of the “Pegasus” system. For instance, not only download the material to the system, but also use it for organization of master-classes with foreign professors, for conducting on-line discussions among the students.
2. To add different form of classes, for example, lectures of two professors simultaneously, lectures with previously planned mistakes.

Additional material

During the on-site visit, the reviewers visited the lesson, and its analysis is presented below:

Teacher’s name: Irina V. Chesnikova

1. Group / specialisation 06001601 Economic Security
2. Discipline / module Organization Theory
3. Type of lesson
 Practice lesson
4. Topic of the lesson: Topic 5. Organisation as a system. Internal and external environment of the organisation.
5. Aim of the lesson: Consolidation of theoretical knowledge about the organisation as a system element of the internal and external environment of the organisation.
6. Objectives of the lesson: To study the concept of the system, to study the concept of organisation as a system, to examine the internal and external environment of the organisation.
7. Material and technical support of the lecture: equipped space, projector.
8. Note

THE EVALUATION OF THE PROFESSOR

| № | Analysis criteria | Index | Mark (0,1,2) |
|----------|---|--|---------------------|
| 1. | Compliance with employment regulations | A timely beginning and ending of the lesson, time-balanced sections. | 2 |
| 2. | Organisational process | Greeting. Communication of the topic, objective (the connection of the objectives to the evolving competences). | 2 |
| 3. | Motivation of students for the upcoming activities | Indication on formation of the urgent professional and / or social and personal competencies. | 2 |
| 4. | Classroom climate | The presence of a positive emotional interaction between professor and students; mutual goodwill and audience participation. | 2 |
| 5. | The quality of presentment | Structured material; clarity of current tasks; consistency and availability of presentation; adaptation of the presentation to the specific of the audience; the examples of relevant facts. | 2 |
| 6. | Compliance with the content of the course programme | To compare with the teaching materials. | 1 |
| 7. | The use of visual materials | Course book, tutorial, hand-outs, tables, figures, etc. | 2 |

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| 8. | Declamatory skills | Audibility, intelligibility, euphony, literacy, speech tempo; facial expressions, gestures, pantomime; emotional intensity of the performance. | 2 |
| 9. | Sensitivity to the audience | The ability to react to the changes in the perception of the audience. | 2 |
| 10. | Correctness in relation to students | | 2 |
| 11. | Methods of attention organisation and student behaviour regulation | Increased interest among the audience (interesting examples, humour, rhetorical devices, etc.); involvement of the audience into a dialogue, in the process of performing tasks, etc. But it is unaccepted: to call upon the attention of the audience in an open form; to demonstrate disapproval; to use the methods of psychological pressure, or blackmailing. | 2 |
| 12. | Maintaining the "feedback" with the audience in the course of educational process | Control of learning outcomes. | 2 |
| 13. | Summing up lesson (organisation of reflection) | Organisation of the reflection process at the end of which all the students are actively involved in the discussion of the conclusions | 2 |
| 14. | Image | Compliance with the corporate identity, presentable, charisma. | 2 |
| 15. | Final assessment mark | Good theoretical and methodological level of the professor | 2 |
| 16. | Comments and reviewers suggestions: <ul style="list-style-type: none"> • pay attention to the accuracy of setting tasks in the quizzes and defining answers to them; • pay attention to the correlation of the content of the discipline's programme in its sections and to think over the definition of the results in competencies; • to solve the problem of contradiction of the stated control tests, methods and technologies used in a particular lesson for their development /improvement | | |

5. Teaching staff

Criterion assessment: good

Strengths of the programme

1. Permanent teaching staff and it's stability;
2. High level of pedagogical and research qualification.
3. The involvement of the programme's teaching staff in practical activities:
 - 10% of professors combine their work in the university with the professional work within the programme profile;
 - 20% of the teaching staff of the main disciplines have experience of working within the profile of the implemented discipline;
 - 4.6% of the teaching staff have a certificate of "IC: Professional", "Glavbukh".
4. Involvement of teachers in R&D (100%), teaching-methodological and publishing activities (100%).

Recommendations

Based on the results of the analysis of the provided data, the reviewers concludes that the human resources management policy of the programme is successful, but recommend to develop and implement the recruitment system for young teaching staff through the creation of a possible young teachers data base and to prepare them for the teaching of disciplines that have the most perspective to become elite. This will ensure successful development of the educational activities within the programme.

It is recommended to sign-up some more Guest Lecturers from “the Practice” (e.g. Companies, State Authorities) on Manager / Director Level to strengthen the practice related content and that could be a “quick & easy” fix. Also, as they are not permanent University employees, the BelSU has more flexibility to sign them up as per demand, demonstrated performance and “most relevant topics”.

It is recommended to sign-up some foreign Guest Lecturers for “Business” / Finance disciplines strengthen the Internationality aspect regarding Background, “Global Mindset” and Business Culture and to have a “fresh outsider’s view”.

It can be recommended to make wider system of transferring the accumulated experience not only to the current teaching staff through professional development, but also within the preparation system of the potential prospective young teaching staff.

6. Material, technical facilities and financial resources

Criterion assessment: excellent

The University has material and technical resources that provide all types of disciplinary and interdisciplinary training, laboratory, practical and research work of students, which are stated in the curriculum and are relevant to the sanitary and fire regulations and standards. The University has special classrooms for lecture-type classes, seminar classes, course design, group and individual consultations, current monitoring and intermediate assessment, as well as rooms for self-study work and facilities for storage and protective maintenance of education equipment. The special rooms are equipped with specialized furniture and technical training tools for presenting information to a large audience.

Places for internships are equipped with modern instruments, which is necessary for the formation of professional competencies. This is confirmed by a list of the places for internships, including institutions, enterprises and organisations of the employers.

Strengths of the programme

1. The teaching staff of the Institute of Economics is generally satisfied with the quality of the classrooms, laboratories, rooms of the departments, library collection and study hall of the library.
2. 91.6% of the students are satisfied with the quality of the classrooms, laboratories, rooms of the departments, library collection and study hall of the library.
3. Accessibility of education for disabled persons is ensured in the educational institution by unconstrained access of the students to the classrooms, dining rooms, toilet facilities and other places of the university.
4. 100% of students have access to the library collection of educational and methodological documentation and publications on the main disciplines being studied via:
 - an original database;
 - digital library systems formed on the basis of direct contracts with copyright holders.
5. Transparent processes of budgeting that are confirmed by the relevant documentation and required for the implementation of the programme, the monitoring of its implementation,

the effectiveness of the use of the allocated resources during the implementation of the programme, the development plan and the improvement of the educational and material resources of the programme, in order to maintain and improve the quality of education.

6. High level of information openness of the university.

Additional material

During the on-site visit, the reviewers interviewed students and teachers participating in the implementation of the programme, on the satisfaction with the quality of the educational facilities. The obtained data confirm the information presented in the self-assessment report.

The reviewer team inspected the material and technical facilities. The data presented in the self-assessment report are confirmed and allow to make a conclusion that there is a sufficient development level of the material and technical facilities in order to conduct the lessons effectively, to organise the seminars and out-of-classroom work.

7. Information resources of the programme

Criterion assessment: excellent

Strengths of the programme

1. The digital catalogue of the Scientific Library of the BelSU contains all the information about the library collection. For the convenience of searching information the students can work both with the database of the digital catalogue, and with the databases of the thesis abstracts, the database of the teaching staff' works from of BelSU, the database of the conferences.
2. The students and teaching staff have access (distant access) to modern databases and information reference systems, which are listed in the curricula of the academic disciplines:
 - subscription of the publications within the profile (printed magazines and newspapers);
 - own digital educational and information resources: the e-learning "Pegasus" system, the digital library of the BelSU, the digital archive of the BelSU;
 - network resources for professors and administrative staff: virtual working accounts; virtual working accounts for teachers and administrative staff have been created in Pegasus system and "InfoBelGU: The educational process" system.
3. Access to all educational e-resources in the subscription of the BelSU is open from any computer that has access to the Internet via an individual login and password.
4. Each student has a personal account in the "Pegasus" system, through which the access to educational and methodological materials on the studied disciplines is granted, a system for assessing student knowledge, news portal; it provides the opportunity to participate in the topic discussions on the forums. The schedule is available on the university's website.
5. Information and communication technologies are used in the management processes, in the planning of activities, in the process of ensuring digital document circulation and the system for orders' control, for maintaining databases of the students and forming their e-Portfolio, for maintaining the database of the professors and forming their e-Portfolio, for planning the curriculum, creating the curricula and programme plans of the disciplines, planning and managing for the workload of the teaching staff, organizing feedback system from the students, graduates and employers in order to collect information on the teaching quality, to inform about programmes /services provided by the department.
6. A high degree of information transparency of the University.

8. Research activity

Criterion assessment: good

One of the priorities for the development of the BelSU is to improve the quality of the study process through the integration of science and education. Using of the scientific research results in educational activities is very important. The professors and Heads of the departments conduct independent researches relating to the various problems in the field of economic security, carrying out the preparation of dissertation research for the academic degrees of PhDs and Doctors of Economic Sciences.

Strengths of the programme

1. The Institute has accumulated sufficient experience in integrating the results of scientific research into the educational process. The percentage of using the results of research work in the educational process and in the organisation of management of educational activities is 100%.
2. In the Institute of Economics the research element is reflected in the educational process as part of the study of the subject "Developing a risk management mechanism in the management of small innovative enterprises" in the development of disciplines lecture courses: "Applied Analysis of Business Activities of Organisations" and "Strategic Management".
3. Students and postgraduate students take an active part in various scientific events conducted by the scientists from the Institute of Economics:
 - V International competition of scientific works of students, Master's degree students and postgraduate students "Actual problems of development of economic, financial and credit systems";
 - Round table discussion "Modern trends in the development of economic science";
 - Inter-department academic competition in the discipline "Economics";
 - Round table discussion with the students on the topic "Finance and ecology";
 - Intellectual and entertaining game "Tax reviewer";
 - Intellectual game "What? Where? When? In the history of the Institute of Economics", etc.
4. The percentage of the results of research activities in the field of study, which have found practical application in the real (or financial) sector of the economy and confirmed by the documents of implementation at enterprises and /or successfully commercialized research results of the students, including the establishment of their own business (for the last three years) is 35%.
5. High level of teaching staff's activity: 430 scientific publications in leading Russian and foreign journals, 8 professors of the department presented plenary reports at various conferences (according to the research report for 2016).
6. 40% of the students of the programme take part in the work of the scientific clubs, in the work of which the activity of scientific implementation is developing.
7. The proportion of students who participated in the conferences (conducted by the educational organisation itself / regional / international) in the field of study is 65%.
8. There are no contracts for 2015-2016, but the results of individual scientific research of professors were implemented into the working activities of organizations and enterprises, which was confirmed by the documents of implementation.
9. Number of students of the programme receiving additional scholarships: 22 students receive personal scholarships of A.V. Skoch ("Pokolenie" (Generation) Foundation).

Recommendations

1. It is recommended that students should be more commonly involved in the research and update issues identified in the scientific discipline (through internships, term papers and graduate qualification theses).

2. It is recommended to think over and implement a system of informing the students about future research projects (to attract the participation) and about the results of the research activities, including the specification and ways of using in the educational process.

Additional material

There are 5 scientific student clubs in the Institute of Economics: the Council of Young Scientists and the Student Scientific Society of the Belgorod State University, the Science Club "Economist", the School of Young Researcher, the School of Young Innovator; Scientific research laboratory of international trade and new economic geography; Student's development laboratory "Economy of the region".

The purpose of these classes is the development of student scientific activity through:

- providing assistance to the students doing scientific research;
- strengthening the fundamental bases of economic sciences among the students;
- development of applied areas of economic sciences and mechanisms through the scientific work of students in selected areas, etc.

Based on the results of work in the scientific clubs, students take an active part in various scientific events conducted by the scientists of the Institute of Economics, for example, in the master class "Perspective areas of scientific and technological development of the Russian economy"; "V International competition of scientific works of students, students and postgraduates "Actual problems of development of economic, financial and credit systems"; Round table discussion "Modern trends in the development of economic science"; Inter-department academic competition in the discipline "Economics; Intellectual and entertaining game "Tax reviewer"; Competition of scientific works of students, Master's students and graduates "Actual issues of monetary relations in the current conditions of financial turbulence"; Round table "Institute of Economy in 20 years: the future of economic specialisations"; Roundtable "Institute of Economy in my biography"; The competition of scientific student works "Financial support of investment and innovation activities of regional companies"; Round table "Modern Economist", etc.

In addition, the Institute has a research laboratory under the leadership of Svetlana N. Rastvortseva, Doctor of Economic Sciences, "Fundamental and applied research in the economics".

9. Participation of employers in the implementation of the programme

Criterion assessment: good

The motivation for the employers to participate in the programme is the fact that students and the teaching staff can solve specific practical problems through preparation of course papers and GQWs.

The employers take part in supervisory and academic councils; and together with the administration and the teaching staff actively participate in determining the goals and strategies for the development of the programme.

The students have an opportunity to attend "Career Days" held at the Institute, meet and consult the employers on future employment, undergo practices with further employment in the largest banks of the city, as well as in the leading enterprises: PJSC "Sberbank", PJSC "VTB24", PJSC "VTB Bank", Uralsib Bank, Miratorg Agribusiness Holding, PJSC "KapitalAgro", JSC "Kolos", JSC "Belgorod Milk Plant", JSC "ZhBK-1 Plant" and others. By the graduation from the university all the graduates have employment agreements.

Strengths of the programme

1. Developed system of interaction with the employers:
 - the representatives of the employers are obligatory included in the educational and methodological commissions.

- the employers participate in the work of the Council and the Board of Trustees of the educational programme.
 - the representatives of the employers are included in the state examination boards;
 - the representatives of the employers actively participate in reviewing the educational programmes of the BelSU in terms of compliance with professional standards and the requirements of the modern labor market.
 - the representatives of the employers participate in designing a core part of practice-oriented disciplines, the actual internships and research work;
 - the employers take a direct part in creating topics for the research, term papers, graduate qualification theses for students, as well as in the examination of these topics for compliance with the labor market requirements.
2. The Institute's administration and the employers each year develop a plan of joint activities;
 3. The employers noted that the graduates have formed the necessary professional competencies;
 4. The employers provide financial resources (in a form of material assistance for the opening of equipped classes in the Institute of Economics).

This information was confirmed during the meeting of reviewers with the representatives of employers.

It allows to draw conclusions about the effective system of employers' participation in the management of the educational programme "Economic Security", including all the declared disciplines, and the coherent collaboration of the department administration with employers both in the educational process, including training seminars and internships, and with the job offers for the graduates of the educational programme.

Recommendations

1. Connect the plans of employers-Institute of Economics joint activities to the period of studying within the programme. This will interest both sides.
2. To invite the employers for creating the competency matrix of the students. Cooperative definition of the competencies and clarification of the disciplines that can form these competencies will allow taking into account the requirements of the employers to improve the quality of graduate students' education.
3. Broaden the cooperation with social partners through the organization on-line sessions (discussions on current problems that employers have in their operation activity).
4. Establish cooperation with foreign companies.

10. Participation of students in determining the programme contents

Criterion assessment: good

Participation of students in the programme management is carried out through the Students club. Information received from the students and graduates of the Institute of Economics, confirms the possibility of students to make proposals for improving the programme and organization of the educational process. The survey also confirms this information, as most of questioned students (80%) answered that they can influence on the decision-making process in the organization and management of the education process. The procedure for questioning is quite popular at the Institute and is conducted at the end of all courses, classes and activities of the educational programme. Students of the Institute of Economics positively evaluate the quality of education.

However, not all the students understand the importance of research and development activities to improve the quality of education; this understanding was expressed by 38% of the respondents.

There are documented procedures of the Institute of Economics to obtain information from the students. The process of considering student complaints, etc. is carried out with the written applications, which are submitted to the curator or student representatives or directly to the electronic office of the Rector.

Strengths of the programme

1. The systemic student self-government.
2. The regularity of surveys on the students' opinions about the quality of the educational process and extracurricular activities organization.

Recommendations

1. To think over the system of involving students in the questions of updating teaching materials. Especially it can arouse interest of the senior year students after completing the internships.
2. To develop a system of encouragement by the department and the Institute for the participation of students in determining the content of the programme and organization of the educational process.
3. Specify analytical approaches (conduct surveys on specific aspects) used in the study of the students' opinions on individual aspects of the learning process. That can increase the effectiveness of the feedback.
4. Organise systematic registration of proposals made by the students.
5. Analyse the results of the students' surveys on the teaching quality of the academic disciplines, preparation of course works, and undergoing of the internships. Organise this activity with the involvement of the students.

11. Student services

Criterion assessment: excellent

The educational institution has all the necessary student services needed for the implementation of the educational programme: a library with a study hall and a subscription section; dining room and vending buffet; sport stadium; first-aid post for students; kiosk, where the students can buy stationery, necessary books for study, CDs, flash drives, etc.

The concept of the educational activity of the Institute of Economics is based on a number of regulations and legal acts of international, federal, regional and university levels.

The Institute of Economics prepared an events schedule of cultural and educational activities for the academic year, in various areas of activities.

In the sport complex BelSU named after S.Khorkina all conditions are given for providing a full range of physical education classes with students from all the departments of the university. Sports complex can take up to 120 training groups per day, as well as conduct training and sports competitions of the various levels.

Strengths of the programme

1. The services of material support for the students operating at the level of programme implementation are well developed: trips to sport camps, various bonuses and financial support, special price for transport, providing student meals at discount prices, payment for sanatorium treatment, targeted payments to the students with disabilities and low-income students.
2. Students have the opportunity to attend additional courses, which are presented on the official website of the University. 5% of the BelSU students studying in the programme attend various additional courses and programmes.
3. There are 15 art performance groups for the students.

4. The Psychology Support Center for students, teachers, employees of the university operates in the BelSU. The center was established at the BelSU on the basis of the Psychology Department of the Pedagogical Institute.
5. The Professional Career Center was established at the BelSU under the supervision of marketing management of educational services.
6. The student has the opportunity to pay for education in installments.
7. Possibility for student (in case of educational achievements) to continue education by state funding in accordance with the Regulation "On the order and conditions of the students' transition at the BelSU from the paid to budgetary education" of December 22, 2014, the Protocol USU No. 6. The academic building has wireless Internet access (Wi-Fi).
8. There is a well-equipped library with a sufficient variety of literature.
9. There are dining rooms and a buffet with acceptable prices.
10. The University has an electronic service where the student has the opportunity to order variety of documents needed for educational process.

Recommendations:

Based on the analysis of the provided evidence data, reviewers conclude that the organization of student services is consistent and of a high level and recommends to pay more attention to:

1. The need to solve the issue of providing students with the opportunity to obtain an educational loan from a partner bank of the educational institution. Moreover, as a matter of fact the educational institution has developed partnership relations with the Branch №8592 of "Sberbank".
2. Consider the possibility of employing students at the Institute or in other departments of the BelSU, which may be the basis for obtaining a discount for educational payment.

Additional material

During the on-site visit the reviewers were provided with the documents confirming the attendance of additional courses and programmes by the students. During the interview, the students positively described the possibility of gaining knowledge and skills in additional courses, in particular, course of the 1-C programme, a foreign language, etc.

12. *Career guidance and preparation of applicants*

Criterion assessment: good

Annually, in order to attract applicants for studying at the university, a wide advertising campaign is organized and performed from September to July. Various forms and formats of interaction with potential applicants are implemented within during this period.

Statistics on the number of conducted career guidance activities (for the previous year) were not presented, but the results of interviewing programme managers confirm the diversity and consistency of the performed activities (for example, open days, visits to schools, colleges and other educational institutions, interviewing parents and students, etc).

The BelSU traditionally pays a lot of attention to the development of the school academic competition system, preparation and organisation of the most gifted and trained schoolchildren's participation in the competitions at various levels.

Strengths of the programme

1. Preparation courses are carried out by the Institute for those who want to enter the university. It is focused on material needed to pass the Unified State Exam (which is the obligatory state requirement for admission to the Institute of Economics).

2. University provides flexible services of payment (possibility of payment in different ways and timelines).
3. The Institute of Economics provides to the students of the preparation courses access to digital resources (textbooks and through e-learning system) of the Research Library, access to which is available from any University computer connected to the local network and distant access outside the university for the users with intranet account ([Instructions on setting up a distant access to digital resources of the Strakhov Scientific Library](#)).

Recommendations:

1. Develop the system of continuous education "School-University"; "School - College - University" in the field of study, taking into account the possibility to make the programme more specialized.
2. To carry out professional orientation tests among students and to take into account the results while constructing their individual learning plans.

CV OF REVIEWERS

Full name of the reviewer Tatyana Berezkina

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|---|---|
| Place of work, position | Kutafin Moscow State Law University (MSAL) |
| Academic degree, academic title | Ph. D. degree in Economics associate professor |
| Additional titles, degrees | Honoured Worker of Russian Higher Education, MSAL Veteran |
| Education | High |
| Professional achievements | |
| Research interests | Teaching of economic and management disciplines in non-specialised educational institutions |
| Practical experience in the direction of the programme subject to assessment | Associate professor at the department of Philosophical and socio-economic disciplines of the Kutafin Moscow State Law University since 1995 (more than 20 curricula for Bachelor, Specialist and Master's programmes), methodologist of the system of professional advanced training courses for scientific and teaching staff since 2005 |

Full name of the reviewer: Yuri Sanberg

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| Place of work, position | Organisation: "Business Russia". Position: Reviewer of the Open Government, reviewer of the Committee for Regulating the Corporate regulatory documents of "Business Russia" Responsibilities (briefly): assessment of regulatory impact, examination of regulatory legal documents, submitting proposals for federal executive bodies in the context of reforming the Corporate regulatory documents procedure, preparation of materials for the Annual Report of the Commissioner under the President of the Russian Federation for the Protection of the Rights of Business Owners. Preparation of proposals for the development of vocational education for the ONF Industry Committee. Participation in seminars and conferences. |
| Academic degree, academic title | Ph.D. degree in Business Administration |
| Additional titles, degrees | Master of Business Administration |
| Education | Higher |
| Professional achievements | |
| Research interests | |
| Practical experience in the direction of the programme subject to | |

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| assessment | |
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Full name of the reviewer: Dr. Olaf Neitzsch

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| Place of work, position | <p>Since 2012: Dr. Olaf Neitzsch Consulting – General Director</p> <p>Consulting with special focus on: Business Strategy; Banking; Automotive Finance; Market Entry and Start-up into Emerging Markets; Company- & Bank-Establishment; Business Development; Restructuring; Risk Management; Compliance; Statutory Banking Regulation; HR, Management Team formation & Executive Search.</p> <p>Guest Lecturer on “Automotive Finance” at a University in Germany</p> |
| Academic degree, academic title | <p>Doctor degree in Economics</p> <p>Diploma in Business Administration</p> |
| Additional titles, degrees | |
| Education | <p>Doctor degree in Economics</p> <p>Diploma in Business Administration</p> |
| Professional achievements | <p>1991 – 2012: Executive in Automotive Banking (Ford Motor Company; Toyota Motor Corporation; Renault – Nissan Group) working in several countries including 10 years in Russian Federation. Established several banks and finance companies, achieved “National Bank of Poland” and “Central Bank of Russia” Banking Licenses and leading these new established Banks as President & CEO.</p> |
| Research interests | <p>Banking & Financial Services; Global Automotive Industry; Economics; Global Economy; Emerging Markets; BRIC Countries; Bank- & Company- Establishment; Business Development; Risk Management; Leadership</p> |
| Practical experience in the direction of the programme subject to assessment | <p>Since 2012: General Director of “Dr. Olaf Neitzsch Consulting” with special focus on: Business Strategy; Banking; Automotive Finance; Market Entry and Start-up into Emerging Markets; Company- & Bank-Establishment; Business Development; Restructuring; Risk Management; Compliance; Statutory Banking Regulation; as well as HR, Management Team formation & Executive Search.</p> <p>1991 – 2012: Executive in Automotive Banking (Ford Motor Company; Toyota Motor Corporation; Renault – Nissan Group) in several countries including 10 years in Russian Federation. Established several banks and finance companies, achieved “National Bank of Poland” and “Central Bank of Russia” Banking Licenses and leading these new Banks as President & CEO.</p> |

Reviewer's full name: Rakitina Sofia

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| Place of work, position | Master student, direction “Economics”, REA n.a. Plekhanov |
| Degree, academic title | Doctor of Philosophy (Ph.D.) – Business administration |
| Ranks, titles | |
| Education | Higher |
| Professional achievements | |
| Sphere of scientific interests | |
| Practical experience within the assessed programme | |