

## Assessment Report

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**Higher Education Institution (HEI):**

Peoples' Friendship University of Russia, Moscow,  
Russia

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**Master Programme:**

International Projects Management

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**Qualification awarded on completion:**

Master of Economics

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**Brief description of the study programme:**

The Master programme at hand aims to bring out professional in international project management in accordance with international professional and national standards who can successfully compete with their colleagues from abroad, and carry out successful activity both in Russian and in international enterprises. The intention is also to form systematic knowledge-based and students' leader competences. Hence, students shall be enabled to act and react in the sphere of international project management, being qualified to manage organizations, subdivisions, groups (teams) of personnel, projects and networks. Likewise, students shall learn to make organizational and managerial decisions and evaluate their consequences. Also, foreign language skills as well as knowledge of modern computer technologies and capabilities of network informational resources are to be improved in order to enable professional communication on different levels.

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**Date of opening of the procedure:**

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

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

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

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**Date of the site visit:**

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

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**Type of accreditation:**

Accreditation

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**Accredited in Cluster 2 with:**

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

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

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**Type of Programme:**

Consecutive

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

4 semesters

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**Mode of study:**

Full-time

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**Option Dual/Joint Degree envisaged:**

"International Project Management" study programme offers a double degree with CNAM-IIM (Conservatoire Nationale des Artset Metiers, Institut International du Management) in Paris. France.

(The double degree option is not part of the accreditation)

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**Initial Start of the programme:**

2008

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**Student intake:**

20

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**Programme cycle starts in:**

Both in winter and summer semester

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

One at a time

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**Number of first-year students:**

34 students in the academic year 2008-2009

17 students in the academic year 2009-2010

28 students in the academic year 2010-2011

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

120

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

36

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**For re-accreditation and accreditation:**

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

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

December, 2012

[...]

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**Project Manager:**

Dipl.-Kffr. Annette Korn

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

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

**Prof. Dr. Johann Schneider**

Frankfurt University of Applied Sciences  
(former Dean of Faculty of Health and Social Work)

**Dr. Michael Spaeth**

Director Business Development at Russia Consulting, Moscow

**Johan Filip Axenpalm**

Berlin School of Economics and Law  
Student of International Marketing Management

# Summary

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

[...]

## Institutions Details

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

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

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

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

### **Bachelor programmes**

- *Management*
- *Economics*

### **Master programmes**

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

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

The Master programme International Projects Management was opened in 2008. Also, the point-rating system and the credit transfer system (ECTS) have been implemented to the

educational process within the study programme at hand. The statistical data given refers to the timeframe from 2008 to 2011.

In 2008-2009, 34 1<sup>st</sup>-year students (18 female, 16 male) were enrolled in the study programme at hand, with 8 among them being foreign students (2 female, 6 male). Three students (1 male, 2 female) were expelled within the mentioned timeframe.

In 2009-2010, 17 1<sup>st</sup>-year students (8 female, 9 male) were enrolled in the study programme at hand, with 2 among them being foreign students (2 male). Two foreign students of this cohort (both male) were expelled within the overall time period.

In 2010-2011, 28 1<sup>st</sup>-year students (14 female, 14 male) were enrolled in the study programme at hand, with 14 among them being students of the CIS Network University and 4 foreign students (together: 8 female, 10 male). Within the overall period, 4 students (2 female, 2 male) were expelled.

## Appraisal

As the panel can judge from the statistical data given, the study programme at hand showed to be strong at the beginning, with a decrease in number of students in the following year, which then again grew in 2010. The number of male and female students is balanced throughout the years. *All in all, the reviewers criticize the lack of statistical data, i.e. no information on application rate, utilisation rate, rate of efficiency, success rate, average study duration and average grade of the final degree. Also, no reasons are given for expelling the students.* Finally the numbers given are not consistent regarding the total number of second year students in 2009-2010 and the number of foreign students and their gender specific allocation. *Consequently, there is according to the panel development potential regarding quality assurance and development for the study programme at hand. Therefore, the panel strongly recommends the HEI to methodically collect relevant missing data in the future (compare also chapter 5.2). The HEI states that information on application rate, workload of students and teachers, average grade of the final degree and other various indicators characterising the rate of efficiency of the education programs is available in the University, while the average duration of training is not calculated. Moreover, due to information of PFUR, reasons for expelling students are specified and analysed at least once a year on occasions such as Academic Board meetings or the university's Management Commission. Even though statistical data is according to information of the HEI given, the reviewers have not been provided with the full data even though it was required in the accreditation process.*

# Description and appraisal in Detail

## 1. Strategy and Objectives

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

As the HEI claims, project management is a new specialization and the field of professional knowledge which has gained a wide recognition and which is widely spread in the countries with market economy. Thus, the Master programme at hand aims to bring out professional in international project management in accordance with international professional and national standards who can successfully compete with their colleagues from abroad, and carry out successful activity both in Russian and in international enterprises. The intention is also to form systematic knowledge-based and students' leader competences. Hence, students shall be enabled to act and react in the sphere of international project management, being qualified to manage organizations, subdivisions, groups (teams) of personnel, projects and networks. Likewise, students shall learn to make organizational and managerial decisions and evaluate their consequences. Also, foreign language skills as well as knowledge of modern computer technologies and capabilities of network informational resources are to be improved in order to enable professional communication on different levels. More than that, students shall be qualified to work in international teams while respecting different races, ethics and religions. The curriculum therefore aims to sensitize students for public culture, ethical comprehension of the world and corporate ethics. Finally, in order to keep up with the dynamic development of science and technology, basic content on economics and management is also implemented within the curriculum.

According to information of PFUR, 46 students completed the programme and obtained their Masters degree between 2010 and 2011. At present 72 per cent of the programme graduates work in the field of their specialization. Programme graduates work in Russia, Chad, Mongolia, China, France; in such companies as Joint Stock Company "VO Technopromexport," Privately Held Corporation KPMG, "Gets Partners," PepsiCo, Raiffeisen Bank, Deutsche Bank, Privately Held Corporation "KROK Incorporated," Alcatel-Lucent, Joint Stock Company Vimpelcom, Privately Held Corporation "Private House Coopers Audit," etc.. About 15 per cent of programme graduates are currently continuing their studies.

#### Appraisal:

The objectives of the programme are set out consistently in relation to the occupational area, that is to say the training of professional in international project management in accordance with international professional and national standards. Analyses of graduates' employment show that the majority (72 per cent) of those majoring in "International Projects Management" have been successfully employed in the field of their specialisation. *However, even though a rough overview of the alumni having entered the job market upon graduation as well as the identification of their occupational fields was handed in by the PFUR, the reviewers recommend the HEI constantly undertaking alumni-tracking studies by also recording und continuously updating the exact number, status and occupational field of alumni. The panel also comes to the conclusion that the areas: empowerment, employability and personal-ity/personal development are taken into account by the objectives of the programme. Students will be encouraged and enabled to take responsibility for their learning and professional development, i.e. in the context of different modules, through teamwork and common curricular and extra curricular projects. Nonetheless, the panel recommends the HEI redefining the programme objectives more precisely, while also relating to specific study programme contents and courses, when describing the overall programme objectives. In sum, the pro-*

*gramme takes into account the requirements of the European qualification framework for the HEI sector.*

## 1.2 Positioning of the programme

*As the PFUR states, its education programmes as well as the institution itself are continuously estimated and compared in various ratings. The ratings are aimed at both ranking institutions of higher education and offering orientation for entrants and their parents, as well as for employers, regarding the quality of training at the institution. According to the results of independent national rating of Russian institutions of higher education in 2010, PFUR took the fourth place among 104 largest high-profile universities, following Lomonosov Moscow State University, National Research Moscow Institute of Physics and Technology (State University) and National Research Saint Petersburg State University. The National Research Novosibirsk State University as well as National Research Tomsk State University take the fifth and sixth place. According to PFUR, it keeps its leading position on the education market through stable and long-term relations to alumni and external organizations, which allow monitoring changes on the labour market. Consumers of the study programme at hand are students coming from all over the world (European countries, Asia, Africa, Latin America) as well as domestic students.*

*As the HEI states, graduates of the Master programme at hand are in great demand on both the national and international labor market. Project management is a new specialization and the field of professional knowledge which has gained a wide recognition and which is widely spread in the countries with market economy. As the HEI assumes, the need in international project managers will be increasing. Graduates of the "International Project Management" programme can among others can fill positions such as manager of project groups, in departments, development and project realization centre, in development programmes as project coordinator. Programme graduates work i.e. in Russia, Chad, Mongolia, China, France; in such companies as Joint Stock Company "VO Technopromexport," Privately Held Corporation KPMG, "Gets Partners," PepsiCo, Raiffeisen Bank, Deutsche Bank, Privately Held Corporation "KROK Incorporated," Alcatel-Lucent, Joint Stock Company Vimpelcom, Privately Held Corporation "Private House Coopers Audit," etc.. According to the PFUR, the employment of programme graduates is tracked and analyzed by the Center of Promotion of Student Employment and Job Placement of PFUR Graduates. The main employment regions are Moscow with its broad labour market, other regions of the Russian Federation, CIS countries, as well as the countries of Europe, Asia, and Africa. In this context, the PFUR points out the broad network of companies with great influence on education contents and guest speakers with practical background.*

*According to the PFUR, the Master programme at hand takes an important place within the HEI's overall strategy. Particularly, PFUR is an international classical university having the following mission: Uniting people of different nations, races and religions by means of knowledge, training qualified specialists highly demanded in various spheres of activity, forming personalities and educating young people capable of working in any country. One of the most important areas of the University's activities is international cooperation with leading foreign universities throughout the study programmes offered. The international activities of the University are aimed at raising the PFUR's profile within the system of higher education of the Russian Federation and at further integrating into the global educational and scientific community.*

### Appraisal:

*The profile and the competence goals, which have been described in detail, are such that the programme can compete both on the education and on the job market. As the panel states,*



*the demand for graduates from the programme should be identified in a more clear and structured way. Equally, alumni studies should be carried out continuously, also with regard to the development and constant improvement of the study programme (see also 1.1).*

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

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

*PFUR positions itself as an internationally-focused university. This is mainly determined, as the PFUR explains, by the University's entering the European educational environment, (Russia signed the Bologna Accords in 2003). The Bachelor's and Master's educational levels were introduced in PFUR as early as in 1989. As the PFUR states, academic mobility has become one of manifestations of the international focus of the study programme at hand.*

Due to its international orientation of the programme, the "International Project Management" study programme offers a double degree with CNAM-IIM (Conservatoire Nationale des Artset Metiers, Institut International du Management) in Paris. France. In 2009-2010 in total 18 Master students from PFUR received the double degree of PFUR and CNAM-IIM.

#### Appraisal:

On the basis of the international orientation of the programme with regard to teaching and study the intention is to sustainably promote the employability of graduates. A double degree option is offered within in the context of the Master programme at hand (see chapter 4.3). The panel likes to point out that the double degree option is not part of the accreditation. *Some of the lecturers have international experience either in the professional or academic field (see also chapter 3.3). To equip the students with knowledge on international issues the PFUR utilises case studies and specialist literature.* However, the panel recommends the HEI implementing a greater amount of literature and study material in English.

### 1.4 Gender equality and equality of opportunity

*According to the PFUR Mission, working with students is aimed at forming tolerant cross-cultural environment and uniting people of different nationalities, races and religions through knowledge. In the University, the concept of multiculturalism is implemented. At present, the HEI counts students out of 140 countries. Conceptually, the requirements of gender equality and equal opportunities for students in specific life situations (international students, people with migration past, students from social groups with limited access to education, etc.) are considered in PFUR on the basis of the Gender Strategy of the Russian Federation (2002), namely – achieving equal rights for women and men in society, overcoming all forms and manifestations of gender discrimination, creating political foundations and necessary social conditions for the most complete realization of women's and men's natural abilities in all spheres of their work, social and private life. As the HEI points out, there is no gender discrimination at admission to/expulsion from the University or at the evaluation of students' knowledge, at elections or appointments to posts. Since its foundation, a Women's Committee was founded at the PFUR – an international public organization uniting students, graduates, attending physicians and trainees of the University. As for research, gender problems in education and in professional activities are regularly researched at the University. Gender aspect is, as the HEI underlines, also considered in most psychological, pedagogical and*

sociological researches. What is more, material support, employment assistance and medical assistance and personal schedules are offered to students in weak living situations. Orphans and children without parental care as well as disabled persons are enrolled out of competition (see also 2.1).

## Appraisal:

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

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

## 2. ADMISSION (ADMISSION PROCESS AND PROCEDURE)

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

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

*Foreign citizens, holding a Bachelor's degree or the Specialist's degree with the higher Professional education, or the Specialist's degree, or foreign document confirming education, recognized as equivalent in the Russian Federation to the Bachelor's degree or the Specialist's degree with the higher Professional education, or the Specialist's degree, are admitted for education on Master's degree programme. Foreign students admission is further determined by the "Order of foreign citizens intake to Master programmes of the Peoples' Friendship University of Russia", introduced by the rector's order №179 from September 3<sup>rd</sup>, 2006). Admission requirements for foreign students are knowledge of the Russian language at the prescribed level. The following groups of people are enrolled out of competition provided they successfully pass the entrance examinations: Orphans and children without parental care; disabled persons; other groups of people subject to applicable law of Russian Federation.*

*The selection procedure shall be governed by the 'Regulations for Entering the Master's Degree Programme of PFUR in 2012, List of Master's programmes in 2012'. In the context of selection, personal interviews and admission tests according to national standards are used. The exam lasts 180 minutes and includes 4 questions (one on theory of economics, two referring to the general professional cycle, one on special discipline cycle). The answer sheets are checked by four members of the commission, with each of them covering his/her discipline.*

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

*Foreign citizens are admitted in terms defined by the Ministry of Education and Science of Russia. General information on admission of foreign citizens to PFUR is available on PFUR's official site. Documents and information governing admission to the University, as well as the competition results, ranked lists containing the score, and enrolment orders are available on the Admission Commission stand and on PFUR's official Homepage. Moreover, information on the admission procedure is to be found in booklets and brochures and communicated during specific open days.*

*The results will be first summarized and announced. To provide transparency, a list of candidates, giving their score, will be published on the University's official website and displayed on the Admission Commission stand.*

## **Appraisal:**

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

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

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

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

### **3. Implementation**

#### **3.1 Structure**

The intramural full-time Master programme "International Projects Management" provides a two-year education with a total of 120 ECTS-Points, with each semester being equally credited with 30 ECTS-points. Each credit is based on a notional 36 hours of student study time. The curricular workload (lectures, seminars, group consultations) provides approximately 50 per cent of the general educational term. The curriculum offers students the opportunity to choose elective disciplines. The maximum in-class work-load should not on average exceed 14 hours a week throughout the whole education period in the Master's programme. Besides, 27 hours are assumed to be student's total academic work-load a week, including research work.

The module structure is shown in the following illustration:

Curriculum Overview: International Projects Management										
Module No.	Title of Module / Submodule	Credit points in Semester				Total			Method of teaching	Form of Examination and its duration
		1.	2.	3.	4.	Hours in Class	Hours Self-Study	Teaching hours per Week (based on 15 weeks)		
<b>M1</b>	<b>Module 1. General Scientific Course</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>90</b>	<b>90</b>	<b>5</b>		
M 1.1	Contemporary Issues of Management Science and Industry	3				54	54	3	L, S	test, 90 min.
M 1.2	Professional Foreign Language	2				36	36	2	S	Written work, 60 min. and oral examination 60 min.
<b>M2</b>	<b>Module 2 Professional Course (basic)</b>	<b>11</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>324</b>	<b>324</b>	<b>18</b>		
M2.1.1	Management Economics	3				54	54	3	L, S	Written work, 90 min.
M2.1.2	Research Methods in Management	4				72	72	4	L, S	Integrated examination in the form of two tests (60 min each) and final group work presentation and report presentation (15 min)
M2.1.3	Theory of Organization and Organizational Behavior	4				72	72	4	L, S	Written work, 90 min.
M2.1.4	Corporate Finance		3			54	54	3	L, S	test, 90 min.
M2.1.5	Contemporary Strategic Analysis		4			72	72	4	L, S	test, 90 min.
<b>M2</b>	<b>Module 2 Professional Course (variant)</b>	<b>0</b>	<b>5</b>	<b>12</b>	<b>0</b>	<b>252</b>	<b>252</b>	<b>14</b>		
M2.2.1	Investment Analysis		3			54	54	3	L, S	computer test, 60 min.
M2.2.2	Project Analysis		2			36	36	2	L, S	Final independent work, 60 min.
M2.2.3	Business Engineering			3		54	54	3	L, S	Integrated examination in the form of two tests (60 min. each)
M2.2.4	Information Management Systems			3		54	54	3	L, S	test, 60 min.
M2.2.5	Contract Management			2		36	36	2	L, S	test, 90
M2.2.6	Project Management			4		72	72	4	L, S	Final independent work, 60 min.
<b>M2</b>	<b>Module 2 Professional Course (optional subjects)</b>	<b>0</b>	<b>6</b>	<b>6</b>	<b>0</b>	<b>144</b>	<b>216</b>	<b>8</b>		
M2.3.1/ M2.3.2	IT in Strategic Management / IT in Corporate Finance		3			36	54	2	S	computer test 30 min./ computer test 30 min.
M2.3.3/ M2.3.4	Financial Accounting/Innovation Management		3			36	54	2	S	Written work, 90 min./Written work, 90 min.
M2.3.5/ M2.3.6	Project Risks Analysis / International Marketing Projects Management			3		36	54	2	S	2 computer tests, 60 min./test, 90 min.
M2.3.7/ M2.3.8	Analysis and Forecasting of Market Conditions / Customs and Tariff Regulation			3		36	54	2	S	Final work presentation, 30 min./oral, 60 min.

Please describe further modules / semesters in similar fashion

<b>C</b>	<b>Course Works</b>	2	2	2						
	<b>Research and Scientific Pedagogical Practice</b>					15				
	<b>Students' Scientific Research</b>	12	10	10	7					
	<b>State Examination</b>				8					
	<b>Master Thesis Defense</b>									

<b>Sum</b>		<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>810</b>	<b>882</b>	<b>45</b>		
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As for the application of the European credit Transfer and Accumulation System (ECTS), the main elements of ECTS-system have been used according to the PFUR, that is to say the implementation of credits, grades in accordance with ECTS and characteristics of the educational workload. In correspondence with the requirements of the federal state educational standards of higher professional education, the educational workload in Graduate School is performed does not exceed 14 hours per week, which allows choose optional and elective courses proposed by relevant chairs. Questionnaires, as the PFUR states, are being used as a means to monitor and analyze students' workload. Also, a Diploma Supplement has been introduced. As for modularization, the Russian State Educational Standards provides the division of subjects into cycles, within the framework of each cycle exist subjects of federal, regional (institutional) components. As the HEI explains, the strictness of this scheme in some cases does not allow the university to bring changes into curricula, while elaborating its educational programmes.

*Modules according to the Russian State Educational Standards have been described in module descriptions enclosing purposes and targets of the subject, contents, final results, acquired competences and a list of obligatory and recommended literature. The description of subjects is uploaded by educators in the local network of the institution or on their personal web page.*

*Term examinations are conducted in periods of examination sessions, usually in the form of a test and a written work. The final assessment types are related to the importance of the course. As the HEI explains, the most significant courses for a future international project manager such as "Project Management" and "Project Analysis" are assigned by proving theory knowledge with a computer test and by completing a case study. During the academic year the assessment via individual work (Presentation and defence of research results) in combination with a final individual work with duration of 60 minutes or a final test of 2 hours is used. The State examination includes a test (computer testing using test programmes) and the main part (in oral and written forms). The procedure of final certification is determined by the Regulations on the State Final Certification of Graduates in PFUR.*

As for examinations and final thesis, mid-term and final attestations, summaries of work are used. The final semester provides for a final assessment which includes defending the Master Dissertation and taking state exams as required by the Federal Standards for the corresponding field. Computer-based testing is an integral part of the state exam and is intended to reveal the student's general awareness in a specific area of education. The development of the thesis presupposes passing of three preliminary presentation procedures.

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

## Appraisal:

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

Credit points and workload specifications have been implemented. Also, the concept of modularisation has been introduced to the programme. The module descriptions contain descriptions of the learning outcomes and acquisition of skills. Even though the descriptions of the learning outcomes and information on content of the modules showed to be sufficient, the panel recommends describing both content and learning outcomes in a more detailed and insightful manner. What is more, the modules "Project Analysis", "Projects Management", "Scientific-research and Pedagogical Practice" and "Scientific-research" were not handed in to the reviewers within the accreditation procedure. Also, instead of indicating the amount of ECTS-Credits within each module, the sum of working hours is given. Additionally, information on the emphasis of the grade for the final grade is given within the individual module descriptions. As the panel has come to know, the concept of a final grade does not exist in Russia. [...].



Also, the reviewers observed that information on literature was given in Russian only and that obviously mainly Russian literature is used. The panel therefore recommends the PFUR including reading in English to a greater extent. Furthermore, the reviewers came to the conclusion that the number of examinations within the modules is too high throughout the modules. Integrated module examinations have not been implemented in the study programme at hand, since the modules continuously consist of at least two examinations: mid-term and final attestations. [...].

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

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

*[...] the student workload on the programme is manageable. During the on site visit, the reviewers found out that workload monitoring and adjustment does formally not take place (see chapter 5.1). A set of study and examination regulations exists. The structural requirements for the programme have been implemented.*

## 3.2 Content

The curriculum includes both federal component disciplines ("Contemporary Issues of Managerial Science and Industry", "Professional Foreign Language", "Management Economics", "Research Methods in Management", "Theory of Organization and Organizational Behavior", "Corporate Finances" and "Modern Strategic Analysis") and university component disciplines ("Investment Analysis", "Project Analysis", "Business Engineering", "Informational Management Systems", "Contract Management" and "Project Management"). Furthermore, elective subjects enlarge the contents of professional subjects and allow students to obtain further specialization on specific issues. Students can choose the following electives: "IT in Strategic Management", "IT in Corporate Finances", "Financial Accounting", "Innovation Management", "Project Risks Analysis", "International Marketing Projects Management", "Analysis and Forecasting of Market Conditions and Customs and Tariff Regulation". Such knowledge is, as the HEI argues, essential for successful professional activity in international project management, for enabling specialists manage organizations, their departments, groups (teams) of coworkers, projects and networks, making organizational and managerial decisions and assessing their consequences. Finally, the curriculum teaches dialoging in conditions of intercultural interaction and developing "intercultural competence" by implementing a foreign language and the use of modern computer technologies.

The qualification title corresponds due to own information of the PFUR to the programme content and state requirements. As for the programme title, the curriculum provides disciplines such as Project Management, Project Analysis, and others with Project Management being the main course with the largest number of academic hours allocated within the study programme.

As the PFUR states, preparation of students for practice during the whole period of studies is of top priority i.e. through case examples and case studies. Also, modern information technologies are widely used. Employers in the relevant area regularly take part in meeting of department and Scientific Council and additionally teach modules or whole disciplines of the programme (i.e. "Project Management", "Project Analysis"). Moreover, strategic management systems such as "Galaktika ERP", "MySAPERP", "MicrosoftProject", "Intalev:Navigator" and "BalancedScoreCard" are being used in the context of different courses. Theoretical and practical contents are finally combined when writing the final thesis.

*As the HEI describes, great attention is paid to issues of interdisciplinarity in the study programme at hand.* The programme disciplines are according to the HEI logically connected with each other and the knowledge received in some disciplines is required when solving the problems of the others. For example, problems in Project Management need the knowledge received in Project analysis, Investment analysis, Strategic analysis and others. At the end of the course, Master-students take an interdisciplinary state exam. Besides, when writing the Master dissertation, Master-students use the competences received in all disciplines of the programme, students can make use of the offer of further foreign language courses at the PFUR.

*Likewise, great importance is given to the training of methodological competences, specifically understanding theories and practical application of knowledge. Students shall be empowered to conduct academic work and researches in the field of law at a high theoretical and methodological level and to have the competence to manage and conduct pedagogical research. To achieve these goals and to ensure that the graduates can understand and assimilate specialist literature, the Department of Management of International Projects employs a range of measures such as student teaching practice, participation in conferences and round-table talks (discussions with colleagues are a valuable experience) and writing and submitting articles to scientific journals. The final qualification report is considered to serve as a confirmation of students' ability of solving problems (tasks). Finally, the defence of the graduation thesis is conducted on a session of the examination committee.*

## Appraisal:

The overall objective of the Master study programme is the training of highly professional personnel having advanced knowledge in management of projects nationwide as well as on an international level. *In the view of the panel, the programme at hand contains important and contemporary courses and the contents of the programme are in principle adequate for the Master study programme at hand, with the mixture of modules being balanced in terms of content. Also, regarding the sequence of the modules, they are logically aligned to one another and with the qualification and competence goals. The electives included on the programme enable students to acquire beneficial skills in accordance with their own preferences.* However, the panel recommends offering a greater amount of electives focusing on project management to sharpen the profile of the programme (see also 3.1).

*The reasons for the qualification title "Master of Economics" are given and the title is in line with the focus of the programme content and the national requirements.* When speaking about the programme description, the panel holds the view that "International Projects Management" is misleading. Having a closer look at the curriculum and the module descriptions the reviewers came to the conclusion that the focus of this programme is not on project man-



agement, as one might expect. It is general management as project management. During the on-site visit the university explained that this is to be ascribed to the collaborative development of the curriculum with the Conservatoire Nationale des Artset Metiers, Institut International du Management in Paris, France. [...]

*Theoretical content and practical experience are sufficiently considered within the study programme at hand by integrating methodical contents but also practical experienced guest speakers. However, the panel members learned from the students that implementation of practical content could be improved within the lectures and overall course content. The amount of interdisciplinary contents was seen as sufficient by both the students enrolled in the programme and by the panel.*

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

### 3.3 Internationality

*International and intercultural aspects are involved throughout the whole study programme as the PFUR states. The programme teaches dialogue and intercultural interaction, leading to intercultural competence and the ability to manage international projects. As the HEI underlines, the programme allows graduates to continue education abroad. At present some graduates study in MBA programmes in China and France and in post-graduate courses in France.*

*Besides, all study groups at the University are put together on an international basis. Students are also given the option to spend one or two semesters abroad as a student or trainee without interrupting the education in the People's Friendship University. What is more, Joint Master programmes ("World Policy") are offered with the Beijing University of Foreign Languages (China) and Complutense University of Madrid (Spain). Also, a double degree in the context of the study programme at hand is offered in cooperation with CNAM-IIM (Conservatoire Nationale des Artset Metiers, Institut International du Management) in Paris. France.*

PFUR is the only university in the world where you can find students from more than 140 countries, which enables to create a unique multicultural atmosphere. Currently, students from Russia, Belarus, Ukraine, Kazakhstan, Kirgizstan, Tadjhikistan, Uzbekistan, Haiti, Mongolia Chad and others are enrolled in the study programme at hand. In 2010-2011 about 50 per cent of the 1<sup>st</sup>-year students were students from the CIS Network and foreign students.

Well known international experts are invited for guest lectures or professors in Master programmes on subjects such as trends of management in different countries and industries, professional communication with representatives of different cultures and professions on a regularly basis. *A great number of teachers in the study programme at hand have gained international experience either on an educational level or vial practical experience. Also, lecturers involved in the implementation of the study programme at hand, deliver lectures abroad and are involved in work on international education.*

*Foreign languages, both on a basic and professional level are an integrated and obligatory part within the study programme at hand with the purpose to gain knowledge and active use of at least two foreign languages. Graduates in the study programme at hand shall be enabled to carry out professional activities in a second language environment. Assessments*

are carried out mainly via interviews and oral and written tests. According to PFUR, materials are being used on a frequent basis to teach and train foreign languages.

#### Appraisal:

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

*A significant proportion of the student community of this programme comes from abroad. The panel holds the view that the composition of the students' community and student exchanges, which are part of the programme, equips graduates with the skills they need to perform the tasks required in an international environment.*

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

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

### 3.4 Additional acquisition of knowledge and skills

The main tasks of the study programme is to enable students to solving practical problems, developing skills of conducting independent analysis, making conclusions when considering social, political, economic legal, and other problems of interdisciplinary character and acquiring skills of collecting, processing and analysing information for writing and defending graduation paper. Likewise, the study programme at hands provides, as the PFUR states, contents to also broaden students' creative mind and scientific ideology, train skills of independent research work, bring up needs in constant self-improvement, work out capabilities of purposeful, efficient applying of given knowledge in professional activity and skills of working in group. Moreover, IT skills are to be improved as well as students' foreign language skills. In several seminars, the students are involved in both individual and team work and make oral reports on the results. Also, creative projects are integral parts of many courses. In the context of the annual international students conference "Countries with transition economy in globalization conditions", where Master students take part, communication skills are trained due to a report which is to be written by the students on subjects dealing with the Conference contents. Ethical values are discussed i.e. in the module "Theory of Organization and Organizational Behaviour". Master students among others obtain the ability to use local business culture of foreign countries.

#### Appraisal:

*As the panel states, the development of generic skills such as ethical aspects, managerial skills and management concepts as well as an educational component, which is not specifically related to the final qualification, is provided on the programme on a consistent basis. Among others, specific modules on ethics are included in the curriculum, such as "World Religions in World Politics".*

*Also, in a number of modules, students are required to present the results of their studies and practice teamwork, whereby the ability to publicly communicate is convincingly fostered. The development of rhetorical skills is also aimed in courses such as. Equally, leadership concepts are taken into account in the programme. Equally, leadership concepts are taken into account in the programme.*

### 3.5 Teaching Methodology

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

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

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

#### Appraisal:

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

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

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

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

The curriculum is designed with the aim of training skills and competences needed for the specialisation in international projects management. Theoretical knowledge received at the lectures is expanded and extended in practical classes. Also, the most advanced achievements of science and engineering are implemented in class. Over 70 per cent of programme graduates work in the programme acquired as project managers, department heads, directors and assistant directors. Master degree holders are successfully working both in national and foreign companies in Russia and abroad: JSC KPMG, Getspartners, Pepsico, Raiffeisen Bank, Deutsche Bank, Alcate1Lucent, etc., including different countries such as China, Mongolia, Chad and France. In the context of quality assurance and continuous improvement, the opinion of graduates about the quality of learning materials and quality of teaching is taken into account.

*The PFUR in this context underlines the long-standing and wide-ranging relationships to local, national and international employers, which are expressed among others in practical trainings within the companies, student meetings with representatives of companies' management and round tables.*

#### Appraisal:

*Due to the analyses of the HEI and discussion with the students, the panel is in no doubt that graduates of the programme will be employable, given the international context and the wide cooperations of the HEI. Nevertheless the curriculum content should be revised to sharpen the profile of the programme (see chapter 3.2). Overall the respective criterion is judged as being met. However, the reviewers recommend investigating employability on domestic and international markets by evaluating the careers of the HEI's alumni constantly (see also chapter 1.2).*

## 4. Academic Environment and framework conditions

### 4.1 Teaching staff

*The Master's degree programme is implemented by scientific and teaching personnel having, as a rule, relevant major education according to the subject they teach, and scientific degrees, and systematically performing scientific and scientific-methods activities. According to the university, 23 lecturers are involved in the programme, with three persons holding the degree "Doctor of Science" and 20 holding the degree "Candidates of Science". 20 of them are full-time teachers and three are visiting professors.*

*When preparing the curriculum, the involvement of teachers in other education programmes and their teaching load are, due to information of the PFUR, taken into consideration. The scientific content and the educational part of the Master's degree programme is generally managed by the University's full-time staff member having a doctoral degree and/or the title of full professor for the relevant area and at least three years of experience in higher Professional education institutions. The Department also pays great attention to training junior professionals under the Department's post-graduate programmes. Also, the education programme may only be implemented by teachers who have passed competition in accordance with the internal order and been interviewed by the Programme's head and coordinators. The procedure of appointing a teacher to the position (on the competitive basis) is performed considering the University's strategic and professional requirements (Order No. 284 of the Ministry of Education and Science of Russia, dated September 15<sup>th</sup>, 2009,). The attestation*

*commission will then decide whether the teacher's qualifications are sufficient for the current position or if the applicant does not qualify for the current position.*

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

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

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

## Appraisal:

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

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

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

## 4.2 Programme Management

The programme is managed by the University administration. The Programme Head runs the programme on a day-to-day basis and is responsible for achieving short-term education quality indicators. The Programme Head also recruits the staff implementing the programme, coordinates the activities of all persons involved in programme implementation and controls them and finally encourages the teachers to take part in research and further training programmes. *The Programme Head provides control over the curricula and education programmes, developing necessary academic documents, control over the quality of education process and over objective evaluation of students' progress in their studies and extra-curricular activities, assuring the students' qualifications meeting the requirements of the Federal State Educational Standards. Beyond that, the Programme Head monitors the quality of educational programmes, arranges department meetings where the programmes are discussed and approved. The Programme Head controls whether the staff fulfills their responsibilities and whether the programme goals are achieved.*

The educational process at the University is clearly formulated as well as the process of making decisions, professional knowledge and responsibilities. Teachers and students take part in making decisions which affect their area of activity. The teachers involved in the educational process take part in discussing problems and making decisions for the programme at department meetings monthly. *Students are involved in decision making via students' organizations, such as faculties' student councils, councils of student homes, regional students' organizations, associations of fellow-countrymen, and women's committee. Generally speaking, the main student activities include establishing and developing students' organizations in accordance with PFUR Regulations, promoting the improvement of academic process, scientific work of the University's students, representing PFUR students' interests and protecting them in front of faculties' deaneries and the University's administration. As the PFUR states, great attention is paid to teaching staff completeness and to the quality of their academic and teaching qualifications within the structure of the academic process, considering their involvement into other education programmes.*

*Academic Council for the Faculty of Economics is established. According to the PFUR, the Faculty Academic Council has the following responsibilities:*

- *to define the key areas of teaching, educational, scientific, economic and other activities of the faculty;*
- *to coordinate educational, methodical and scientific activities at the departments and faculty;*
- *to approve curricula, course programmes, research plans of departments, reports of postgraduate students and Academic Council committee chairmen, the chairmen of State Examination Board;*
- *to assign special grants and bonuses to students and teachers and finance the faculty income and grants and salaries fund savings, as well as to participate in the creation of funds aimed at social protection of students, postgraduates, interns, teachers, and other faculty staff;*
- *select professors, assistant and associate professors, senior lecturers, assistants, research staff for a 5 year term if the faculty has suitable vacancies, as well as recommend the President to conclude contracts with selected teachers;*
- *to make proposals to the Academic Council concerning candidates for department head positions if the faculty has corresponding vacancies;*
- *to consider the applicants' cases and make recommendations to the Academic Council on proposals to awarding academic titles such as professor, docent, associate professor, senior researcher, as well as honorary degrees in science and technology, an Honorary Professor, etc.;*

- to apply to the Academic Council for opening new and abolishing the existing programmes, departments, independent courses, laboratories, research units, as well as their reorganization;
- to recommend students for admission to the postgraduate course;
- to create commissions responsible for certain areas of the faculty's activities;
- to solve other problems of the faculty management deputed to the Faculty Scientific Council competence by the University Statutes.

## Appraisal:

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

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

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

## 4.3 Cooperation and partnerships

*Cooperations with international academic institutions are executed to establish cooperation in scientific research, educational activities, student exchanges, academic exchanges and with the aim of improving the teaching staff's qualifications. The programme "International Project Management" actively cooperates with CNAM-IIM (Conservatoire Nationale des Arts et Metiers, Institut International du Management, CNAM-IIM, International Management Institute of the National University of Sciences, Technologies and Management), Paris, France. On the basis of this cooperation the Department has developed the programme curriculum. The cooperation also started experience exchange between the teachers of the PFUR and CNAM-IIM. The CNAM-IIM teachers visit the PFUR, take part in conferences, meet students and give lectures in the context of the International Project Management.*

*As for the network with enterprises and other organisations, the University has cooperations both with Russian and foreign companies such as "Getspartners" branch in Russia. Such cooperation are intended to support Master degree students in acquiring new skills and competences through master-classes conducted regularly by the company workers, through involvement of such companies' employees in preparation of learning materials and guides. The partner companies also offer internship opportunities on their premises.*



## Appraisal:

*Talking about cooperations with HEIs and other academic institutions and networks, the reviewers were particularly impressed by the numerous cooperations on both national and international level, resulting in different activities such as lecturer and student exchanges, common improvement of the curriculum and joint conferences.*

*Likewise, the panel members appreciate the current cooperations with enterprises. As the panel learned, representatives from companies participate in conferences and as guest lectures. In addition, most of the partner enterprises and organisations offer placements via contracts with the PFUR for PFUR's students.*

## 4.4 Facilities

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

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

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

## Appraisal:

*In the view of the panel, the number and size of teaching rooms and the equipment of all learning facilities are in line with the needs described for the programme, also taking into account of the use of resources for other programmes. The campus is fully equipped with modern information technology. Free access to a Wi-Fi network is available for students.*



However, the PFUR should make sure that WIFI access is continuously guaranteed. The HEI consider needs of and suitable equipment for disabled persons. Even though during the site visit the reviewers found out that there are access problems to the library for physically challenged persons. They strongly recommend considering needs and suitable equipment for disabled persons in all parts of the building and removing barriers, especially regarding access to the library.

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

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

## 4.5 Additional Services

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

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

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

## Appraisal:

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

*An alumni organisation has been set up with the aim of developing an alumni network. Also, annual meetings do take place. On the PFUR homepage, one finds an extra section for Alumni with relevant subsequent groups. Contact details of responsible persons are also given on the website. Sufficient (staff) resources are available for this purpose.*

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

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

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

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

- travelling,
- international activities as well as
- safety and security.

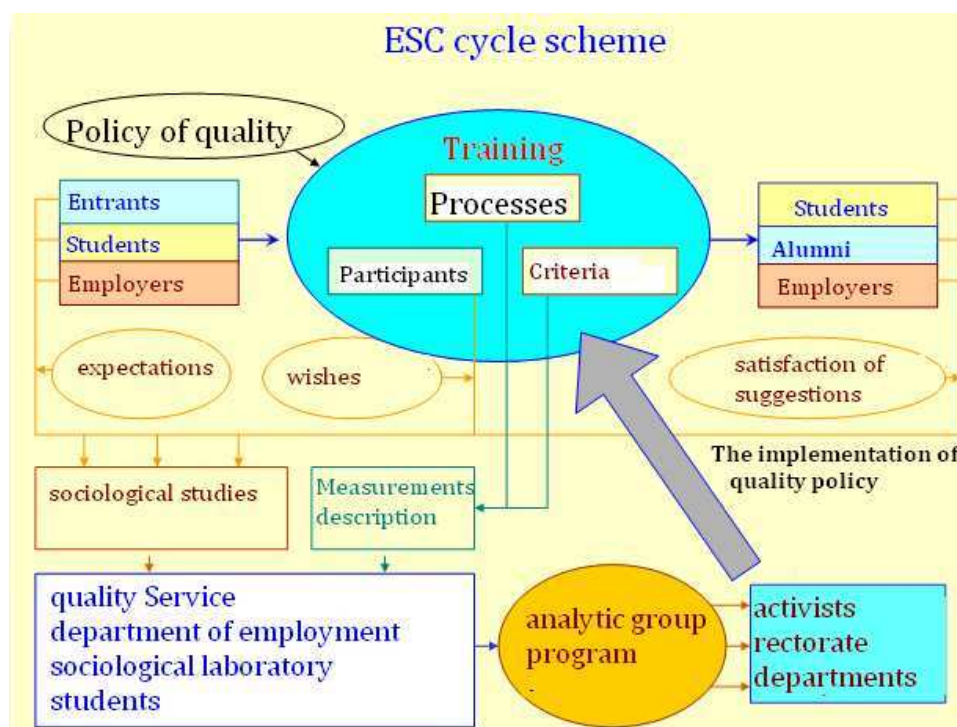
## Appraisal:

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

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

## 5. QUALITY ASSURANCE

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



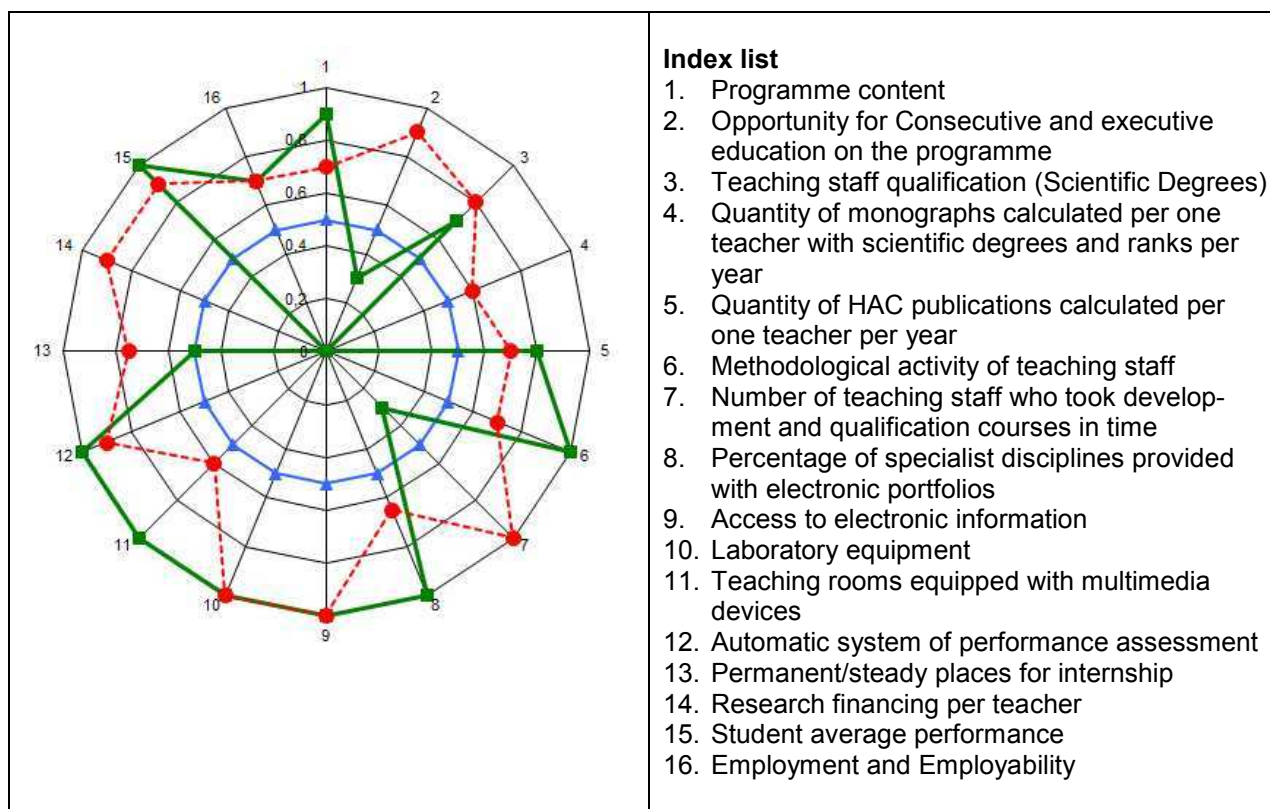
It comprises the following steps:

1. Monitoring of business processes
2. Data analysis
3. Preparation of strategic and operational plans to ensure quality

4. Taking Action
5. Monitoring at a new level

As for quality management, a system, taking into account both a quality assurance policy and the University development goals, has been introduced. In order to provide control over implementation of PFUR Education Quality Assurance Programme, the Education Quality Department of Educational Policy Directorate annually monitors criteria and analyzes education productivity in each faculty and area of study. The indicators obtained are entered into the database where they are normalized in compliance with established rules. The Data will then be analyzed and used for the creation of strategic and operating plans of quality assurance. Finally, measures will be taken, leading to a new level of monitoring. For each activity of the University, quality parameters and their edge values (indicators) are defined for the period from 2005 to 2012 both for the entire PFUR and for each faculty and institute. Periodic reports on meeting these indicators are discussed at University-wide conferences, where amendments are made; the results are published as medium-term programmes of PFUR, faculties and institutes development. Measures on the Programme implementation are discussed during the year at the meetings of the Academic Board, Rector's Office, University Management Commission, meetings at the Rector's, Pro-Rectors' briefings. Currently, a new strategic plan for PFUR development for the period until 2016 is being developed. As the PFUR states, its quality management system has been recognized in meeting the requirements of ISO 9001:2008 by AFNOR Certification; IQNet (International Quality Network), and GOST R certification system (Russia).

Quality diagram "International Projects Management":



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

The assessment of PFUR training quality by students (monitoring of students' satisfaction) is performed on a regular basis by social research, including enquiry of students from all faculties, resulting in reports available at PFUR Education Quality website and accessible to all students, parents, and other interested parties. Also, PFUR attaches great importance to continuous communication with the Student Quality Commission. The Student Commission



has been operating at PFUR since 2006, providing among other tasks control over arrangement and quality of training at faculties and institutes of the University, participation in education quality assurance programme development, control over courseware supply, coordination of its activities with the faculty/institute quality service, making proposals to faculties' Education Boards on adding new subjects into the curriculum, informing students on terms of and procedure for compensation for missed classes and passing examinations and providing for assistance to junior students within educational framework. What is more, direct communication of the Rector with the students at regular meetings and via e-mail are, according to PFUR; arranged on a regular basis. Results of the latter meetings are to be found at the Student Commission web page. Finally, regular meetings of Deans (institute directors) and their deputies with faculties' student education quality commissions take place.

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

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

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

## Appraisal:

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

Evaluation by the students and teachers is carried out on a regular basis and in accordance with a described procedure. An evaluation questionnaire for Master study programme was handed in to the reviewers along with the self documentation. The reviewers are on the one hand particularly impressed by the numerous questions in both the questionnaire for students and for teachers. On the other hand, the essential questions only ask for general an-

swers. I.e. students are asked if they are satisfied with their current schedule of classes (with no specification), how they rate the quality of scheduling classes for the current semester etc. Neither course-related nor overall workload is being assessed in the students' questionnaire. Also, as the reviewers have come to know, monitoring results are only communicated to the Head of chairs, but not to students, especially information regarding lecturers' performance. [...].

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

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