PEER REVIEW REPORT

An Evaluation of the Academic Programs

"Master of Management" (Specialization "International Management")

At Odessa I.I. Mechnikov National University, Ukraine

29-30 May 2018

This report is the result of the site-visit to Odessa National University, conducted by a group of experts on 29-30th of May 2018 in the framework of the EU TEMPUS QUAERE project. During two days, the peers reviewed the academic programs (AP) "Master in International Management", the existing quality assurance principles and processes that relate to its approval/validation, review and enhancement.

The review team consisted of the following persons:

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Prof. Dr. Horst Brezinski, CEENQA/ASIIN expert

Olha Oserdchuk, National Expert, Ivan Franko National University of Lviv,

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The group of experts used a set of criteria for external evaluation of academic programs, which in the first phase of the QUAERE project had been elaborated by ASIIN in cooperation with the Ukrainian ministry of education, representatives of the Ukrainian accreditation agency as well as HEIs. The project partners used as point of departure the existing national criteria of the National Accreditation Agency of Ukraine, but updating and modernizing them in the process and aligning them with an outcome based, ESG compatible set of standards and guidelines, listed below. On this basis, the expert panel has performed a piloting of external evaluation procedures related to the Master in International Management to advise on improvement of HEI's quality assurance processes and their correspondence to European models of programme design, delivery and quality assurance.

The site-visit took place upon review of the self-assessment report provided by the program team. The self-assessment report was generally rather descriptive; a SWOT analysis clearly indicating self-perceived strengths and weaknesses was not presented, the P.D.C.A cycle not really applied. The SAR did provide a number of links to official documentations and annexes, but the information was not available before or during the audit. The website also did not provide in depth information about the study program. This fact has attached an even greater importance to the site-visit and direct

communication to major groups of stakeholders – students, staff, employers and university management in order to come up with relevant findings and recommendations. Groups of stakeholders selected by the University including staff and employers were in most parts speaking Ukrainian, which made translation necessary.

Along with observations on each of the evaluation criteria, the following assessment scale is applied:
- not achieved
- partly achieved
- largely achieved
- fully achieved
- not applicable in this stage of the alignment

In the following alignment of the program with the 11 criteria listed has been systematically checked. Here are the results:

Criteria/Guiding questions	Assessment	Observations and comments
1. Eligibility for program accreditation 1.1. Is the HEI applying for program accreditation a legal entity of Higher Education according to the law of Ukraine?	**fully achieved**	The University has a state-issued license for educational activities and thus has the authority to establish study programs of its own; the peers do not have additional comments. The criterion is fully achieved.
2. Creation of programs and formulation of qualification profile	**partly achieved /**	The Master in International Management is a new educational offering and has been introduced as of 2017. Currently around 60 students are enrolled in their first year of study. The creation of the program has to be seen in the context of the restructuring of the Ukrainian education system in the transition from the traditional Soviet style Diploma/specialist system of a 5 year duration. In line with the Bologna reforms, this system has in past years been adapted with an

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		emphasis on 4 year Bachelor programs, this also has been the case of the Bachelor in Management program. At the moment, a drive is underway to establish a substantial number of Master programs to upgrade the qualifications of Ukrainian Bachelor students and to better prepare them for the exigencies of national and international labor markets. These Master programs come in two forms, one as a scientific Master of a duration of 2 years (or 120 ECTS) or as professional Master with a duration of 90 ECTS (with 90 ECTS). The program "International Management" under review belongs to the latter category.
		It is also worthwhile mentioning that the program has been introduced in the midst of a restructuring of the faculty structure within the Odessa National University. The Master in International Management is offered under the authority of the newly established faculty of economics and law.
2.1. How has the intended qualification profile of the degree program been developed (regarding launch of the process, procedure, participants)?		Unfortunately, no qualification profile or overarching program learning outcomes have thus far been formulated. In a logical sequence, this is normally been effectuated at the outset/creation of the program in a cooperative effort so that everybody involved is aware of the qualification profile aimed for and how the underlying course/module structure is supporting this profile. This process thus far has not taken place. There is also no information available on the website as regards the specific qualification profile for graduates of the program under review.
2.2. Have all relevant stakeholders been involved?		In the interview with students, it became evident that none of them was aware of the overarching program learning outcomes. They are only provided with information concerning the semester they are enrolled in, however not with regard to the entire program structure. There is also no information available for potential applicants or for students with an interest of transferring to this program. During the interviews it was claimed that this is due to restructuring processes between

2.3. Have the comments from the different stakeholder groups (teachers, students, employers) been taken into consideration?		the faculties, but In the view of the experts, it is a minimum requirement to provide this essential information not only to students but to all stakeholder as means for orientation.
2.4. What processes are in place to reflect on the appropriateness of the qualification profile? How is the program being revised or further developed?		As the program has only started as of last year, the revision of the program has not yet started. As there are attempts under way to establish a coherent QA system throughout the university/department, the results will have to be demonstrated in the future and used for the further development of the program. (check criterion 10).
2.5. What are the distinguishing features of the program in comparison to similar programs? 2.6. Does the intended qualification profile comply with the qualification criteria of the profession?		It was difficult for the review team in their discussion with program coordinators to identify distinguishing features or a "trade mark" of the program. It moreover comes to the conclusion that the name of the program "Master of International Management" is misleading as there are not really components in place, which prepare students for an international career (see below).
2.7. Who is the target group of the program and do the learning outcomes take the specific needs of the target groups into consideration?		The main target group of the program are first of all the Bachelor graduates of the Bachelor in Management study program at Odessa National University. At the same time the program has been opened to Bachelor students of other specialties too, which is posing specific challenges to the program coordinators (see more under the criterion admission policies). International applicants/students are not targeted.

3. Curriculum, structure/ work load and mobility	**partly achieved**	
3.1. Has the program a clear and plausible structure? Do the modules build on one another?		According to the program coordinators, the program is structured in the following way: In the first of the altogether three semesters, general courses in the area of management, economics and general education are provided. In the second semester, a specialization along three different paths is taking place. One is the area of international management (this is the sole focus of this report), another one in the area of public administration and finally one in the area of tourism and hospitality. In the third semester, a Master thesis worth 14 and ½ credits forms part of the study plan (it is recommended not to operate with fractional ECTS credits).
3.2. Is the program divided into different courses that form a sum of learning and teaching?		In the absence of a comprehensive English or Ukrainian module/course handbook the experts were not in a position to check in detail the course content, prerequisites, exam structure, module learning outcomes etc..
3.4. Is it plausible how the program objectives and intended learning outcomes are substantiated in the modules?		By the same token, as program competence profile or overarching program learning outcomes have not been formulated, the alignment of module learning outcomes with them could not be demonstrated.
		The program under review has been labelled "Master of international management". However, there are very few international components to be identified in the program. Hardly any courses are being taught in the English/foreign language, requests of students to change this were denied. The modules/courses with an international focus are quite limited and during the audit the peers gained the impression that students are hardly expected to spend their internships in international companies (for this sufficient foreign language capabilities would need to be demonstrated), but frequently rather in government institutions. Before this background, the name of the program is misleading and should be adapted in order not to cater for wrong expectations.

3.3. Does the curriculum contain aspects of technical and non-technical competences?		Yes, there are aspects of technical as well as non-technical competences covered in the curriculum Unfortunately however, no language education forms part of the curriculum,
3.5. Is the workload realistic, can the study program be carried out in the regular study duration?		In the absence of a module handbook, it proved to be difficult to check the distribution of the workload. As the program just started, a final conclusion can only be reached after the first batch of students is scheduled to graduate next year.
3.6. Is a credit point system in place considering contact time and time for self-study?		A credit system is in place though it has not become apparent during the audit, how the calculation has been effectuated and how the distribution of the workload is evaluated (if needed adjusted). Students of the program were not aware of the topic or the ECTS concept at all. A system of recognition of credits from other institutions is in place. A diploma supplement is provided.
3.7. Do students have the possibility to take elective courses? Do the elective courses enable students to develop an individual focus?		The experts come to the conclusion that currently there is no system of electives available to students. They do not take courses from other faculties nor have a chance for students to choose between different modules in the course of their Master studies. The program should thus be modernized to implement choice and cater for individual preferences.
3.8. Are there possibilities for international mobility? Is this supported by the HEI and does the curriculum offer a timeframe where mobility		At this stage there is practically no mobility scheme foreseen as part of the program. Whereas in the Bachelor program, there is a possibility of a student exchange with a Polish university, this possibility is absent due to a lack of institutional arrangements with international partner universities. In the

can take place without prolongation of the study time?		absence of a sustainable language education, students in addition are not in a position to prepare themselves adequately for a study abroad even if such a possibility existed. More support is also needed from the International office in that regard.
4. Admission Requirements 4.1. Are the admission requirements clearly defined and transparently available? 4.2. Are all applicants treated equally? Do all students meeting the criteria have a chance of being admitted? What are the selection criteria? 4.3. Do the admission requirements ensure that all applicants have the necessary academic background to be	**largely achieved**	The experts learn that the program has an annual enrollment capacity of around 120 students. In the first batch of students, around 60 have been admitted, mostly originating from the corresponding Bachelor program in Management at Odessa National university. These students are automatically admitted into the Master program without further quality checks. It has to be stressed that the Master program is however also open to Bachelor graduates of any discipline, (only one graduate from law was present among the interviewed students). In this case, a personal interview checks the suitability of this group of students. The peers question that it is possible to deliver the program on the Master level for management/economics students and students from other disciplines alike without either jeopardizing the level of education, or to alienate/frustrate students with heterogeneous entry requirements. They recommend monitoring the situation closely and in case of need to offer remediation courses.

able to study the program successfully?		
4.4. How can students compensate a lack of competences?		This remains to be seen. Among the interviewed students there was practically no one who did not originate from the corresponding Bachelor program in management.
4.5. Are there clear and transparent rules of student enrollment?		In technical terms, the rules of student enrollment are clear and transparent.
4.6. How are academic achievements obtained at other HEI recognized? Is this a fair and transparent procedure? Does it meet the Criteria of the Lisbon Treaty?		A system of recognition of academic qualifications outside of Odessa State University seems to be in place though in practical terms national and international mobility is very low (see above). As Ukraine is a signatory to the Lisbon Recognition Convention it is recommended to mention this in the respective rules and regulations of the University.
5. Teaching and Learning / Support	**partly achieved**	
5.1. What kind of teaching methods are being applied? Do the teaching methods support the achievement of the intended learning outcomes?		When interviewed, students unanimously were not very satisfied with the current level of teaching and learning in the university. The complaints ranged from outdated literature to old-fashioned teaching styles, the absence of English taught modules etc. In the absence of quality assurance data such as students satisfactions survey with teacher performances and a staff handbook in an English translation, the experts could not further investigate, but the general dissatisfaction of practically all students is an alarming sign that the area of teaching and learning needs further improvement. As

5.2. Do the teaching methods also provide time for self-study and independent work?		there is not institute for modern didactics in place, other mechanisms need to be explored. Foreign guest lecturers could add to the delivery of the program.
5.3. What kind of general advisory and support services are in place? 5.4. What kind of course specific support services are being provided? 5.5. Do students have the chance to apply for additional support services if need arises?		During the audit, the audit team learned that there are so-called "curators" as well as individual advisors/professors who assist students in the learning process. The teaching staff in the department of economics and management are providing tutoring/advisory sessions at scheduled time slots.
5.6. Does the HEI provide academic guidance for students with regards to academic development and the choice of specialties?		Within the Master program in International Management, there is no system of electives in place.
5.7. How does the HEI deal with conflicts? Are there clear rules and procedures for conflict resolution in place?		In the Self-Assessment Report, it is mentioned "conflicts can be solved at different levels according to the rules of the university"; documents to that regard were not presented by the department.

5.8. How are conflicts being settled practically?		
6. Examinations 6.1. How are examinations being organized? Are they announced in a timely and transparent manner to students? Can students voice out queries if examinations clash or if there is insufficient preparation time?	**fully achieved**	A transparent examination system seems to be in place, containing possibilities for resits and compensation measures for students with disabilities. No complaints were being voiced by the first year students during the audit.
6.2. Is the number of examinations manageable without excessive failure rates?		No comments were heard to the contrary.
6.3. Are the examinations designed in a way to appropriately assess the competences achieved by students?		During the audit, there was no possibility to check in detail forms and results of courses of the first year student batch. In addition, the module handbook, usually containing this information, was not available. There was mentioning of "multiple choice tests" which should only be used exceptionally in a Master level course in the peer's opinion.
6.4. Does the program contain a final thesis that shows that students can work		At the end of the study program students first defend their master´s thesis at the department and then in a second step to the examination commission. As the program only started, the level of the

on an academic task independently? Is the thesis of adequate standard, using up-to-date literature?		thesis work could not be examined. The department provides a scientific supervisor to the students for his/her master thesis.
6.5. How does the university prevent plagiarism and other kinds of unethical behavior?		According to the Self Assessment Report, it is the staff and the academic advisors who are responsible to check and prevent plagiarism and other forms of unethical behavior. A university wide plagiarism software tools is not in place.
6.6. Is all relevant course information being provided in a transparent and timely manner?		All relevant course information is given at the outset of the semester.
6.7. Are there rules for re-sits, cheating and compensational measures for students with disabilities?		This was confirmed during the audit.
6.8. Does the correction time of cause any delays in student progression?		No complaints were monitored in that respect.
6.9. What kinds of marking criteria are in place? Are they transparent and plausible? Is it secured that all students are treated equally and fairly?		The peers recommend to consider a system of external examiners to secure an objective marking system within the department.

6.10. How is it ascertained that examinations and marks are comparable between different lecturers teaching the same subject?		
7. Human Resources 7.1. Do the staff members have adequate proficiency / academic credentials to teach the courses in an appropriate professional and academic standard? 7.2. Is there sufficient staff (academic, technical, administrational) available to successfully implement the program without structural overload (including advisory services)? 7.3. Are any staff members close to pension age? What are the plans for the succession?	**partly achieved**	According to the information given, there is a special body in place, the so called "attestation commission of the scientific council", which is responsible for checking the qualifications of staff at the time of hiring. There is however no regular procedure in place, to evaluate staff competences in a systematic and regular manner. No staff handbook was however provided before or during the audit in order for the peers to get a personal impression concerning the qualification profile/research areas of the staff. In terms of student-teacher ratio, a proportion of 1:14 FTE (full time equivalents) was reported by the department head. It has to be noted however, that professors at Odessa National University are frequently committed in more than one teaching assignment at different Ukrainian HEIs (with collateral damage as to their availability). Problems arise from the fact that the average age is quite advanced. One of the reasons for this development is that fact that especially in the management sector professors earn more competitive salaries in industry than in the university environment.

7.4. How are external lecturers being selected and what kind of contribution do they provide for the implementation of the program? 7.5. Is there any kind of procedure in place to harmonize the content of courses / modules? 7.6. Is overlap between different courses being avoided?		In the absence of a staff handbook this could not be thoroughly checked; the reference to the attestation commission was already been made. There are few visiting professors from other universities (3 in the past two academic years) and practically no foreign guest lecturers teaching in the program. In the SAR, it is mentioned that during meetings of the Faculty Academic Council and during sessions of the department of Economics and Management, staff meet regularly to discuss the program structure and its need for modernization in an attempt to avoid an overlap. In the absence of detailed course descriptions in the module handbook this could not be verified.
8. Material Resources 8.1. Is the infrastructure and technical equipment appropriate to achieve the academic and professional learning outcomes? 8.2. Is the general academic infrastructure (access to relevant up-to-date literature, computer labs,	**not applicable in this stage of the alignment**	In the SAR reference was being made to annex 6 which was not available before or during the time of the audit. There was no opportunity to have a detailed look at the infrastructure of the technical equipment. During their short visit to a library, the need to modernize became apparent.

etc.) available in sufficient quality and quantity? 8.3. Is there an adequate learning environment (learning space, rooms for group work, etc) in place?		
9. Financial Resources 9.1. Are the financial resources sufficient to implement the program successfully? 9.2. Are the financial resources secured for the entire accreditation period?	**fully achieved**	The financial resources are partly coming from state funding (provided within each fiscal year) as well as tuition fees and other university earnings. It is unfortunate, however, that tuition fees go to a central university fund. Consequently, there is no interest on the part of the faculty to increase the number of students. The capacity lies at 120 students per year, however only around half of these places are filled.
10. Quality Management 10.1. Does the HEI have a quality management policy in place?	**partly achieved**	Odessa national university is currently undergoing major changes in this area. The peers had the chance to speak with the leading expert of quality assurance (a position which is planned to be upgraded in the future) as well as the two vice-presidents for education. They learned that, not least to the impact of the "QUAERE project", a formal Quality assurance policy statement/handbook is

		supposed to be signed by the rector in the coming days.
10.2. What kind of quality assurance procedures does the HEI have in place? Do the procedures take different stakeholder groups like students, alumni, teachers, professional partners, employers, and graduates on-board?		By the same token there is an effort under way to systematize QA instruments such as student/teacher satisfaction surveys (etc.) which thus far are administered on an individual and voluntary basis. The experts recommend the university for steering in the right direction and express their hope that these QA culture will be established within the university and the faculty in the very near future. They also stress the need to not only collect data but to analyze them systematically in order to improve the program under review. In terms of closing the quality assurance loop, it is also of utmost importance not only to contact stakeholders for their opinions and suggestions, but to give them a detailed response how their feedback fits into the modernization of the program.
10.3. Are the results being analyzed systematically and made available to relevant stakeholder groups?		
10.4. What kinds of feedback mechanisms are in place to use the data for critical self-reflection?		
10.5. What kind of concrete measures have been derived		

from the evaluation results?		
11. Transparency / Documentation 11.1. Are all kinds of relevant rules and regulations defined covering all aspects of the student life cycle? Are they published and transparently available to all relevant stakeholders? 11.2. Are there mechanisms in place to review and up-date them regularly? 11.3. Is all program relevant information being made available to interested stakeholders? 11.4. Do the course / module descriptions contain all relevant information about course objectives, learning outcomes, teaching methods,	**not achieved**	Not much documentation was available before or during the audit. On the University website very little information can be found, stakeholders reported not to be aware of corresponding information such as a module/course handbook.

required literature, examinations etc.?		