

**MID TERM EVALUATION  
OF  
EUROPEAN STUDIES INSTITUTE  
ACTIVITIES**

**Draft final report**

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## **Executive Summary**

This report is based on the findings of research conducted in the period July-December 2008, in which the experts have evaluated the nature of the management and administrative structures of the European Studies Institute (ESI); the Master's programme of the ESI; and visibility measures of the ESI. The expert team gathered evidence through questionnaires and interviews, observation, documentary analysis.

The research has confirmed that the ESI initiative has, overall, successfully been launched and has already begun to demonstrate positive outcomes, in line with the aims set before the initiative: specifically, two cohorts of students have graduated from the programme, and students report that the skills and knowledge acquired in the programme are proving valuable in their day-to-day work, including contact with colleagues in the European Union. The initiative can therefore be seen to be working towards the goals laid down by the key stakeholders, of contributing towards the deepening of relations and mutual understanding between EU and Russian Federation partners.

The study has sought to be sensitive to the fact that any new programme and institution of this kind will face challenges in the process of implementation. The purpose of the report is to highlight the nature of challenges encountered by the ESI initiative, and to review the manner in which such issues have been identified and tackled by the various responsible stakeholders. The study has also sought to assess the extent to which the progress has been made towards the realization of the various options regarding the course of development of the ESI initiative, and whether further reflection and actions are required in order to adjust the scope and pace involved in meeting these goals.

A number of key issues of concern have been identified – some of a practical/organizational nature, regarding the Master's programme (including issues surrounding the timetable, recruitment of staff and students); others of a more fundamental nature, for instance concerning the level of consensus that can be perceived to exist with regard to the ESI initiative, among the stakeholder groups.

Following the analysis, a set of recommendations is provided for consideration, as a stimulus for further reflection by the stakeholders on the possible paths of development of the initiative.

## List of Abbreviations

AC	Academic Council of the ESI ( <i>Uchenyi sovet</i> )
EC	European Commission
ECD	Delegation of the European Commission to the Russian Federation
ESI	European Studies Institute
GB	Governing Board of ESI ( <i>Rukovodyashchii sovet</i> )
MGIMO	Moscow State Institute of International Relations ( <i>Moskovskii Gosudarstvennyi Institut Mezhdunarodnykh Otnoshenii</i> )
MR	Monitoring Report
RF	Russian Federation ( <i>Rossiiskaya Federatsiya</i> )
ToR	Terms of Reference

## Section 1. Contextualization

### ***1.1 Setting the Criteria for Analysis – Identification of and Engagement with Stakeholder Perceptions***

The establishment of the European Studies Institute, and its Master's programme, can be viewed as a bold and promising joint initiative between the European Union and Russian Federation partners; and the fact that the staff at MGIMO have been able so quickly to implement the programme, with two cohorts of graduates already having passed through the system, is commendable. In order to conduct an evaluation at this early stage of the initiative, and in order to reflect the international character of the initiative and the multiple stakeholder environment in which it operates, we need to design and perform the evaluation in line with the level of complexity embedded in the implementation and consolidation of an educational project of this scale.

#### **1.1.1: Complexities of analysing educational institutions and programmes:**

First, we can note the eternal dilemma facing analysts of educational change and innovation. Conducting analysis of the effectiveness of an academic institution, and an innovative academic programme, is by definition a complex task – international experience of the study of educational management and educational change demonstrates that meaningful signs of actual change (rather than superficial, 'lip service' change) can take years to emerge, a fact that should be (although often is not sufficiently) borne in mind by the stakeholders in this process of implementation. In other words, we should be wary of expecting rapid change and results that match the complete set of expectations laid before new programmes and institutions, especially in the case of very innovative initiatives.

Of course, ongoing evaluation on a year-by-year basis is crucial to the success of any project – and such evaluation procedures are well established in the case of the ESI, both from internal assessment, and previous evaluation by the European Commission, and now the current project. However, it is important for all who read this report to bear in mind that results to date are part of an evolutionary, not an end point in themselves. While early indicators of outputs (e.g. graduation figures, student satisfaction rates) are extremely valuable, it is also vital that we examine processes – e.g. is the ESI developing in the direction envisaged, are



procedures in place and effectively deployed for ensuring monitoring and adaptation to the nature of the programme's evolution, and for dealing with challenges encountered in its ongoing implementation.

**1.1.2: Complexities of Higher-Education Management in the Context of an International, Multi-Level Stakeholder Environment:** The complexity of managing a higher-education institution, and its academic programmes, and accordingly the complexity of the task of evaluating the effectiveness of management and delivery, are increased significantly in the context of international programmes. In comparison with the limited range of stakeholders normally seen in the context of a domestically-oriented and managed programme, the list of stakeholders, and correspondingly, the diversity of viewpoints, increases substantially in the case of internationalised initiatives, thus raising a host of issues that must be addressed – from simple questions of achieving communication between stakeholders, to complicated tasks of agreeing mutually acceptable approaches to Quality Assurance management of programmes. The drive towards greater cooperation and harmonization in the European educational space envisaged under the Bologna process has accelerated moves towards achieving shared and workable understandings of Quality Assurance mechanisms, and, more broadly, shared visions of educational practice that can facilitate the level of integration and mobility called for in Europe, but we are still some way away from attaining full consensus as to what constitutes the *qualitative* aspects of education (rather than the more straightforward, if still difficult, task of quantitative measurements for the purposes of credit harmonization, and other comparability measures).

For the ESI, the international character of the programme developed here offers a great opportunity to build further on the foundations already laid within MGIMO towards integration with partners across Europe. However, clearly the adoption of an international identity for the programme also carries a considerable challenge, in terms of the adaptation required to the ever-developing and complex sphere of Quality Assurance demands that HEIs across Europe are grappling with. This task is essential not just in order to ensure compliance with the demands of an internationalised educational space, but also to ensure competitiveness of individual institutions and programmes within this expanded sphere, in which

students and other stakeholder users of educational services will be able increasingly to choose providers from an expanded list, available outside of the traditional national confines within which they have previously operated.

**1.1.3: Complexities Associated with Political Initiatives in the Sphere of Education:** Clearly a cornerstone of the foundation of the ESI was a political motivation, apparently from both sides, for deploying this institute and its programmes towards the goal of improving and consolidating relations at a political and policy level between the European Union and the Russian Federation. The opportunity provided by the ESI, accordingly, is a weighty one, with considerable potential significance far beyond the confines of classroom walls. However, there are also risks that need to be pointed out, from the outset of the current report:

a) The politicized nature of the setting-up of the ESI can lead to a risk that its evolution and its evaluation can also be subject to politicization in a negative sense.

b) Political demands and expectations may also lead to undue pressures on the ESI to produce tangible results in the political and policy spheres, which may be premature or simply not realistic for the ESI to be held accountable to – i.e. there is a risk of conflating political and educational/academic goals.

These are themes to return to later in the report.

**1.1.4 The Centrality of Stakeholder Engagement to Evaluating the ESI and its Programme, and to Discussion of their Future Development:** In the light of the preceding discussion, therefore, how should we approach the task of evaluating the ESI and its programme?

- As a programme that principally is concerned with Continuing Professional Development of junior officials? Or as an academically-orientated Master's programme?
- As an institution and programme that are primarily focused on meeting domestic (i.e. Russian-orientated) needs? Or that are primarily international in their outlook and focus?

- As a programme aimed at meeting demand within Russia's capital city? Or that seeks outreach to Russia's diverse regional base?
- As an institution primarily concerned with training and teaching? Or that is more focused on providing high-level research and consultancy expertise, on a domestic and international basis?

In fact, the work of the ESI and its fledgling Master's programme is, in principle, intended to meet all of the above goals, according to the range of evidence provided in the course of the current study. And indeed, all of these goals can be achievable as parts of a harmonious whole – but for the purposes of our evaluation, it is important that these parts are not conflated, and the evaluation based on the sum of these, at present, disparate parts. Instead, it is important that we assess the ESI's performance to date, and its capacity for the future, with regard to individual components of the overall strategy – and only then synthesise these sub-analyses into a comprehensive overview of the state of the ESI initiative, and the prospects for the future.

If we are to evaluate the long-term prospects for development and sustainability of the ESI and its programme, on the basis of its apparently positive beginning, we need to explore the degree to which there is consensus among the varied stakeholders involved in this initiative, with regard to the mission and actions of the ESI and its programme. And here the research reveals a set of challenges – as it is *not* clear, from the evidence gathered, that there exists among the stakeholders a well-established, deep consensus (i.e. moving beyond declared aims and objectives) regarding the mission of the ESI and its programme, their *modus operandi*, and the strategy for their future development.

This comment does not imply a critical failure to achieve consensus – in fact, such a divergence is even to be expected in the case of such an innovative and complex initiative. The key issue here, as will be suggested in the Recommendations, is that the question of consensus needs to be afforded considerable attention and reflection, ahead of the subsequent development of the ESI and its programme.

Of immediate concern for the current report, it is essential to highlight the fact that such divergence of views among the stakeholders necessarily gives rise to doubt

that there can be consensus over the criteria for evaluation of the ESI and its programme, and over the interpretation of this study's findings. Again, such divergence of viewpoints on criteria and interpretation is to be expected – and the study has been conducted, and its findings reported here, accordingly, with the aim of allowing all stakeholder groups to engage with the findings and, we hope, use them as a basis for further discussion regarding the evolution of the ESI initiative.

**1.1.5 Reflections on the Terms of Reference:** Following on from the above, it is now an opportune moment to pause and remind ourselves of the Terms of Reference. They state that the purpose of the current project is:

*“In order to assess efficiency, effectiveness and sustainability of the ESI the team of experts shall look at the following aspects.*

*Management aspects: to assess whether the current ESI management structure enables to take decisions concerning the overall functioning of the ESI in an efficient and effective way.*

*Academic aspects: to assess whether the quality of education and training offered at the ESI, i.e. the curriculum, the quality of teaching material, the teaching methodology(-ies) can lead to sustainability.*

*Administrative aspects: to assess whether administrative procedures and practices to select students, recruit lecturers, assess lecturers, collect feedback from students, from employers, etc. are efficient and effective.*

*Visibility aspects: to assess to what extent the visibility actions carried out by the ESI administration enable to reach visibility of the ESI activities inside and outside Russia.*

*The experts are expected to assess the above listed aspects and to develop a set of recommendations how to further improve the ESI functioning and also to suggest new activities which may help better reach the ESI objective(s) and ensure sustainability.*

*The experts are expected to take into consideration any other organisational aspects, including the interaction between the management, academic and administrative bodies, which are considered relevant to carry out the mid-term evaluation.*

*The evaluation shall be based on a solid methodology supported by appropriate questionnaires tailored on the characteristics, function and needs of the different*

*stakeholders such as Governing Board members, Academic Council members, Director and vice-directors, faculty, visiting lecturers, former and current students, employers, etc.*

*Where necessary, interviews shall be conducted directly with representatives of the stakeholders to back up the information provided in the questionnaires. Where questionnaires are not delivered directly to the different stakeholders, the experts shall ensure that the response rate is quantitatively and qualitatively representative to enable drawing conclusions valid for the entire group of stakeholder(s) concerned.*

*At the end of the assignment the experts shall submit a report summarising how the assignment has been carried. The report shall include the methodology and tools used. It should also include the set of recommendations and suggestions how to improve the ESI functioning. Where new activities are proposed they shall be clearly justified.”*

Accordingly, the Project methodology, described in the next section, has been designed and implemented in order to meet the demands of the ToR, and meet the demands of exploring and analyzing stakeholder perceptions in a manner appropriate to the preceding discussion.

## **1.2 Project Methodology**

The data collection period of the current project lasted from the start of September to late December 2008.

The methodology for the project was designed to reflect the needs identified above – to capture the range of perceptions among the varied stakeholder groups, to receive a picture of the nature of processes underway in the ESI initiative, and to map short-term achievements against long-term scenarios. Evidence was accordingly gathered through a blend of quantitative and qualitative methods – questionnaires, interviews, observation, content analysis of documentation, review of sample of student work.

**1.2.1 Questionnaire surveys:** Questionnaires were distributed to the following target groups:

- Students and graduates of all cohorts to have studied to date on the ESI Master’s programme. A total of 172 responses were received from a total of 258 (67%)

- Lecturing staff (Russian), employed by the ESI for teaching on the Master’s programme. A total of 17 responses were received (from the Faculties of Politics – 6; Law – 7; Economics – 4). The fact that many of the lecturing staff has considerable experience of teaching on other programmes in MGIMO, and indeed other higher-education institutions, means that their capacity to compare experience across programmes and institutions should be valuable in their evaluation of the ESI Master’s programme experience
- A questionnaire was also sent for distribution to the foreign lecturing staff who has taught on the programme. Responses to this questionnaire have been delayed, and are expected in January 2009

With regard to the student and graduate questionnaire responses, which form the core of the analysis for the current report (as the student cohort is defined as one of the key stakeholder groups), the following can be noted. The profile of the student cohort – as young professionals, mostly already working in ministries and other agencies, and already holding at least Bachelor’s level education, sometimes also with other postgraduate experience – means that their capacity for reflection and evaluation of their educational experience in the ESI, and its value for their career progression, should be well informed. The majority of the cohorts are young postgraduates (average age is 26-28), with the age range spread from 24 to 60 years old.

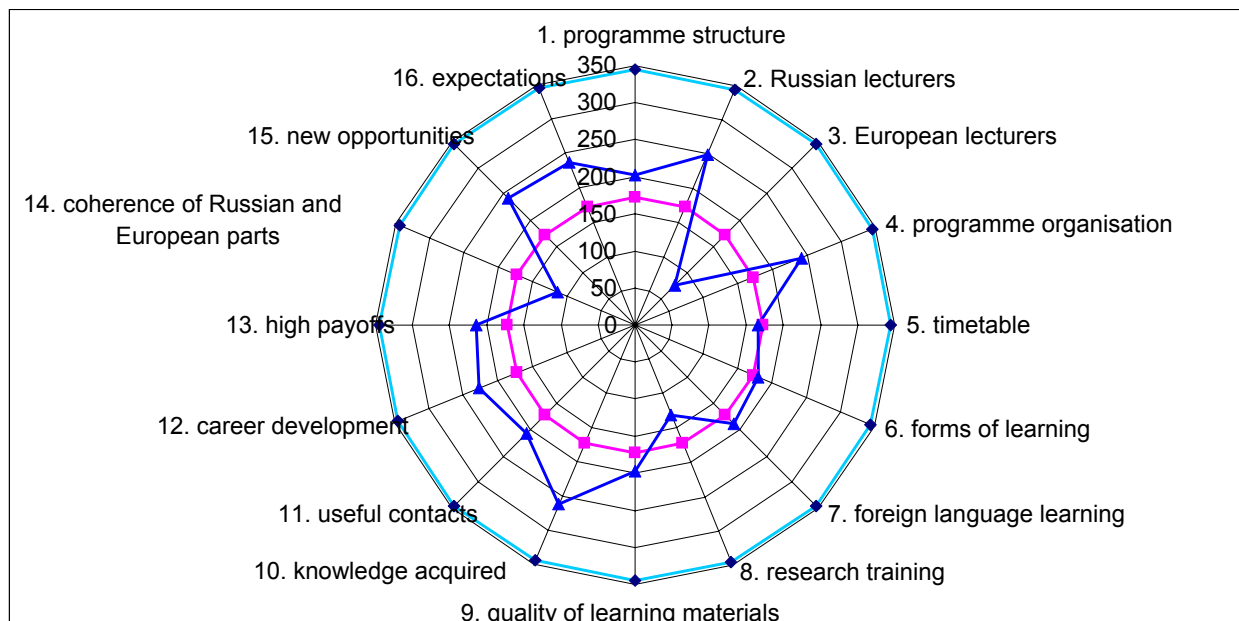
The mode of analysis for the quantitative responses received in the student questionnaire is a simple “Likert” scale, which allows for a scoring procedure to be conducted on the basis of responses. Thus, in the table below, the number of responses in the ‘agree strongly’ box is multiplied by 2, in the ‘agree’ box by 1, down to the ‘disagree strongly’ box where scores are multiplied by -2. Hence the ‘ideal’ score, if ‘agree strongly’ is seen as a positive/confirmatory indication, is double the total number of responses.

<i>Agree Strongly</i> (2)	<i>Agree</i> (1)	<i>Neither agree nor Disagree</i> (0)	<i>Disagree</i> (-1)	<i>Disagree strongly</i> (-2)	<i>Score</i>
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A summary of the questionnaire responses (combined) for the 3 cohorts – graduates (06-07 entry), Year 2 (07-08 entry) and Year 1 (08-09 entry) is shown in Figure 1. The results are shown according to ‘Statement’ number, progressing clockwise from Statement 1. This figure gives an overall, if necessarily limited

impression of the nature of opinions held. The results for Statements 3, 8 and 14, for instance, include the responses of Year 1 students for whom these questions were still, at the point of responding, still unfamiliar issues – their responses therefore skew the overall score towards the lower end of the scale. In the report below, accordingly, the reader will be encouraged to refer not only to the combined set of results, but also to the results by cohort (included in Appendix 1).

**Figure 1: Summary of Student and Graduate Questionnaire Responses**



Respondents were also given the opportunity to add written commentaries, and these have been integrated into the analysis as well. Indeed, these commentaries reveal, to a certain extent, an apparent tension between the answers provided by the respondents in the questionnaires, and their accompanying comments – with often a set of seemingly positive quantitative results followed by a range of quite negative comments. However, as it is the case that only a minority would provide comments each time, this allows us to refer with some confidence to the quantitative results as an overall reflection, while still referring to the commentaries for some additional evidence that, while interesting, must be regarded as not fully representative.

**1.2.2 Interviews:** A range of semi-structured interviews were conducted with samples of representatives of the Governing Board, Academic Council, senior management team of the Master’s programme, lecturing staff, students,

employers. The majority of interviews were conducted face-to-face, with telephone interviews and email interviews and discussions also conducted.

- **Governing Board:** interviews were conducted with 11 of the 16 members; an interview was also conducted with the Director of the Development Office of the College of Europe (observer of GB)
- **Academic Council:** Interviews were conducted with 5 members of the Academic Council (and further members were engaged in discussion on related points when interviewed in other capacities)
- **Senior Management Team:** Interviews and discussions were conducted with the Director, the two Deputy Directors of the ESI, and with further senior members of the academic staff responsible for programme management
- **Lecturing staff:** focus-group discussion with 10 staff; individual discussions with 10 senior and junior members of lecturing staff
- **Employers:** 3 by face-to-face meeting, 2 by telephone. Overall, less contact proved possible with employers' representatives than had been desired by the expert team (despite strenuous efforts made by the Russian expert to organise contact). The focus-group meeting held with 3 representatives was itself less valuable than it could have been, as these representatives did not express a comprehensive set of opinions regarding the ESI initiative and the perspective of employers, but rather gave a more passive feedback, which did not shed significant light on the employers' standpoints. This is an issue to which we shall return later in the report.

**1.2.3 Observation:** The experts took advantage of opportunities to observe the work of the ESI in a range of formats, from the conduct of classes and meetings, through visiting the library facilities, to attending the graduation ceremony held in December 2008.

**1.2.4 Qualitative analysis of documentation:** The experts conducted qualitative analysis of a wide range of documents and materials relating to the ESI and its Master's programme, including:



- Documents provided by the office of the Delegation of the European Commission to Russia, and by the ESI, regarding the establishment of the ESI initiative
- Agendas of meetings of the Academic Council (ESI)
- Minutes of meetings of the Governing Board
- Sample of programme documentation (protocols on preparation of dissertations, module outlines, tests)
- Sample of teaching materials (lecture and seminar notes, handouts)
- Sample of students' work (dissertations, essays, analytical notes)
- ESI website materials
- Online forum of ESI (on the ESI website)
- Articles, website materials referring to the work of the ESI (located on ESI website, and on EC website)
- Internal evaluation findings (questionnaires, etc) produced by ESI
- Monitoring Report produced by the Moscow Office of the Monitoring Unit

**1.2.5 Comparative reflections:** The report recommendations also draw on the consultants' combined knowledge and experience of working in related activities over many years, both of working within their respective systems (English and Russian HE spheres), and also of their work in the development of joint and multi-national education and research activities, in particular work in related subject areas (including European Studies programmes for general students and for government officials).

**1.2.6 Limitations of current research:** As is customary in the description of methodology, we should indicate the limitations of the current research, i.e. the breadth and depth of the work conducted, and beyond that areas not covered in such detail. The current project, which utilized a total of 50 working days between the two experts, was focused on the collection and analysis of data relating to perceptions held and expressed by a range of stakeholders of the ESI initiative. It

did not seek to conduct a thorough examination of the Master's programme per se, to the level that would be required, for instance, in a full Quality Assurance audit – this was clearly beyond the scope of the current project, and its Terms of Reference. Further, the current project did not examine in depth the research profile of the ESI, as this too was outside the remit laid down in the ToR.

### ***1.3 Format of Report***

The Report will now proceed in Section 2, by exploring perspectives on the Academic Programme of the ESI; then, in Section 3, an examination of the Management and Administrative profile of the ESI. Section 4 will look at the questions of Visibility, Networking and Identity of the institute. The Report will then conclude in Section 5, with a set of recommendations – divided into a set for applying to existing issues, and a second set for potential application to future planned developments of the ESI initiative.

## Section 2: Academic Programme

This section will focus predominantly on perceptions of the experience gained to date of the teaching and learning characteristics of the Master’s programme of the ESI, drawing on evidence provided by students, lecturers, and other key stakeholders, and on the analysis conducted by the experts of materials relating to the content and delivery of the programme. Issues relating to the day-to-day and strategic administration and management of the programme will mainly be covered in the subsequent section, but will also be dealt with in the present section where relevant to the discussion.

### **2.1 Preamble: A Solid Foundation for Future Development**

Notwithstanding the need to take into consideration the viewpoints of all relevant stakeholders when assessing educational programmes, in the contemporary educational world it is common practice to give precedence to the viewpoint of the primary ‘client’, i.e. the student, as the key stakeholder group interested in the outcomes achieved by a programme. With regard to the ESI programme, we can see (Table 1) that the combined responses of current students and graduates demonstrate a very favourable overall assessment of the programme, and the level of satisfaction.

<b>Table 1: Statement 16, Student/graduate questionnaire: “In general, the Programme has met my expectations”</b>						
<i>Students and graduates combined response</i>	<i>Agree Strongly (2)</i>	<i>Agree (1)</i>	<i>Neither agree nor Disagree (0)</i>	<i>Disagree (-1)</i>	<i>Disagree strongly (-2)</i>	<i>Score (max. = 344)</i>
	82	73	14	2	1	235

As will be reviewed below, further generally positive assessments by students and graduates were provided on other aspects of the programme; and the more critical/negative assessments arose with regard to specific – albeit important – matters mainly relating to organizational questions, or questions regarding the format of delivery of the programme. This would appear to lay a positive foundation, therefore, for the further development of the programme, including the plans for expanding intake both domestically and internationally – as the endorsement of young professionals who can testify to the value of such a

programme is surely a very strong selling point to potential students, in a highly competitive marketplace where career development opportunities and influence are a key factor in determining the attraction of individual programmes.

## ***2.2 Programme development: preparation and launch***

From the evidence collated in this project, it would appear that the Master's programme was designed, developed and launched within a very short timescale, for such programmes (if we compare with other international examples). Although, of course, the opportunity to use the College of Europe's programmes as a model to draw on, and interaction between ESI and College of Europe staff was intensive, the rapid pace of implementation is nevertheless to be commended – especially as this was a task to be achieved over and above the existing, not insubstantial workload of colleagues at MGIMO and ESI. Evidence provided by Russian lecturers at ESI in interviews and questionnaires point to the strong degree of support they received from ESI staff in preparing courses and other materials for the new programme. Lecturers also noted that, for the most part, they needed to develop new materials for their courses, rather than relying on adaptation of existing material.

With regard to the administrative oversight of the launch and implementation period, we can note that this clearly placed a considerable challenge before the ESI administration, given the need not only to introduce the programme in a fully-functioning format (after only a short period of pilot work), but also to manage the influx of a sizeable first cohort, followed by an even larger second cohort – with the number of students rising almost threefold in the second year, given that the first cohort was still engaged in studies when the second cohort arrived. Any educational administrator will testify to the logistical complexities that such increases in student numbers entail.

## ***2.3 Programme content***

As mentioned above, the fact that the programme was able to draw on the combined expertise of both MGIMO and the College of Europe ensured a very sound foundation to the development of the programme content, which displays an impressive and coherent breadth and depth of coverage of the subject area, judged on the basis of the programme documentation reviewed for this project.

This has provided a platform for the ESI programme – which is one of only a small number of specialist programmes in European Studies run in the Russian Federation – to compare itself favourably with other leading providers of European Studies programmes around the world. This is a significant point, if the ESI plans to expand its presence and compete internationally in the higher-education marketplace for student recruitment.

A further note to add regarding development of programme content concerns the TEMPUS project in which ESI participated, alongside College of Europe, the universities of Lille, and St Petersburg, and the Moscow Academy of Law, during which components of the Political Studies programme of ESI were developed, and which funded visits by foreign lecturers teaching on this part of the programme in the 2007-8 academic year. Such collaboration clearly has great benefits for the integration of the ESI initiative into the broader international community of scholars working in this subject area.

Current and former students (Table 2) generally endorse the nature of programme content – an important factor, given their professional status and therefore more informed position to comment on programme content and its applicability to professional needs, in comparison with students with no or little professional experience. The majority of respondents described the content of courses as very diverse (wide-ranging) and up-to-date, with a good balance between theoretical and practical understandings of the subject area, which they are able to apply in their everyday work. As one student noted, he was able to integrate knowledge gained the evening before, in discussions the next day with colleagues at work; others commented that their studies had already assisted them in their contact with counterparts in the EU – a sign that one of the principal strategic goals of the foundation of the ESI is being achieved, it would seem.

**Table 2: Statement 10, Student/graduate questionnaire:  
“The knowledge acquired in the course of the Programme is useful and informative”**

<i>Students and graduates combined response</i>	<i>Agree Strongly (2)</i>	<i>Agree (1)</i>	<i>Neither agree nor Disagree (0)</i>	<i>Disagree (-1)</i>	<i>Disagree strongly (-2)</i>	<i>Score (max. = 344)</i>
	<b>103</b>	<b>56</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>262</b>

The response gained from contact with employers (which, as mentioned in Section 1, was rather limited) was somewhat passive, although positive, noting that representatives were impressed with the content of the programme, but had little to mention with regard to suggesting how the programme might develop, instead commenting that they were happy to 'buy into' a ready-made programme and leave the content to specialists to decide. We will return to the issue of the employers' stance later, when we turn to the discussion of sustainability, and broader questions relating to the possible need to adapt the content of the programme for evolving demands.

## **2.4 Timetable and Attendance Concerns**

The issue of the timetabling of the programme was raised by many respondents during the course of the project, both students and lecturing and administrative staff.

**2.4.1 Concerns among students:** While Table 3 would appear to indicate a general level of acceptance of the timetabling, a significant number (more than 10%) expressed dissatisfaction with the current arrangement. Further, in their commentaries, a good number even of those who expressed acceptance did make critical remarks concerning the effect of the timetable. What are the key concerns and effects? The current timetable, which requires students to attend classes at the ESI weekdays from 1730-2130, is clearly a demanding one, given the need for students to travel to classes mostly from their workplaces in the central areas of Moscow. This means that students need to negotiate, where possible, early release from work duties in order to make it to classes on time (possibly in return for starting work earlier in the morning). In some cases, students complained that while in principle permission had been granted by employers to attend the programme, and thus leave work early, this permission could be rescinded at short notice if employers demand that students remain at work on a particular day, thus causing them to miss, or be late for, classes that evening.

**Table 3: Statement 5, Student/graduate questionnaire:  
"The time table accommodates the needs of the student body (in terms of convenience for those who work in full-time employment)"**

<i>Students and graduates combined response</i>	<i>Agree Strongly (2)</i>	<i>Agree (1)</i>	<i>Neither agree nor Disagree (0)</i>	<i>Disagree (-1)</i>	<i>Disagree strongly (-2)</i>	<i>Score (max. = 344)</i>
	50	85	19	16	2	165

Students also commented on the difficulties they face in preparing adequately for classes, given the pressures of time. Clearly the timetable, and the overall demands of having to attend a programme on an intensive basis while also pursuing full-time jobs that are presumably also demanding, is a tall order and requires considerable commitment on the part of students. It would seem to result in at least a degree of strain on individuals; and also has an impact on the effectiveness of the programme, with regard to problems of attendance of classes, the ability of students to stay alert during classes and play a full and active part in the classroom dynamics, and, for some, the ability to complete the programme itself.

**2.4.2 Concerns of lecturing staff:** The timetable also raises issues for the lecturing staff – not least because it requires them to teach late into the evening, presumably on top of an already heavy workload of teaching, administrative and research duties. The timetable was referred to by respondents among the management and teaching staff as a serious issue to contend with, when recruiting lecturers to teach on the programme, for instance.

**2.4.3 Concerns expressed from the Governing Board:** From the evidence gathered, the fact that the programme is delivered as part-time studies held in the evening is of concern to some members of the Governing Board, perhaps anxious not to undermine the image of the programme as a fully-fledged Master's degree course of studies. In fact, our attention should be on the question of whether the programme fulfils the requirements of a Master's programme, within the Russian Federation education system – and indeed it does, as otherwise it would not be able to pass through accreditation and be able to award a Russian Master's degree. (And, indeed, part-time, as well as distance-learning, and 'sandwich' based degree programmes are common in many EU countries, as well as in Russia – so this particular concern is not viewed, in this report, as a weighty one.)

As long as the programme remains focused on providing Continuing Professional Development for young officials, who also need simultaneously to hold down a full-time job, the question of providing the programme only on a full-time, day-

time basis is surely out of the question. The issue, rather, is more of sustainability – is the current timetable acting as a barrier to (a) recruitment; (b) retention; (c) quality of studying experience and of studying outcomes of the student body? And are alternative arrangements possible, and being explored?

**2.4.4 Viewpoints of employers:** The opinions of the representatives of employers displayed a rather ambivalent attitude to issues relating to employer-student relations concerning student release of time from work in order to attend the programme. While employers seem to appreciate, in principle, that they need to make concessions to allow employees to attend the programme as necessary, it was stated that circumstances can dictate changes in this agreement, if the employer decides that the student should remain at work to attend a meeting, for instance. It was also suggested that employers might on occasion make students attend the programme out of their leave allocation (i.e. their private time).

As a result, according to ESI documentary evidence, such a situation can lead to students feeling they have no option but to withdraw from the programme. All of this is taking place, apparently, despite the fact that the Presidential Administration, it seems, is stepping in at times to put pressure on employers to fulfil their obligations and ensure release and support of students' attendance...

**2.4.5 Student drop-out rates and failure to complete Master's programme:** The figures for the number of students to have withdrawn from the programme and subsequently not completed it give cause for concern. If we take first the students who have withdrawn at some point during the programme, prior to the final examinations, we can see that in the 06-07 cohort 10 students withdrew; in the 07-08, 9 students withdrew; and to date in the 08-09 cohort 3 students have left the programme. These students all left the programme by their own volition; the reasons given varied, but it seems that work demands were the key factor in the decision to withdraw (and specifically, that the employer was not releasing them to attend the programme).

With regard to those students who were excluded as a result of not attending final examination sessions (including missing the deadline for the submission of the



dissertation), the figures are as follows: 3 students in the 06-07 cohort; and 15 in the 07-08 cohort. Clearly the figures for the second cohort, in particular, are of concern – and mean that a total of 24 students from that cohort left the programme, i.e. around a quarter of the overall intake. ESI staff confirm that there are procedures in place to allow students to reinstate their registration and thus complete the programme, in principle. However, from information received, only one student has managed to take this path and subsequently complete the programme. Clearly this is not a positive situation, given the amount of effort that students could have possibly made in vain (not to mention the resources spent on their training), and the report will therefore return to this issue in the Recommendations.

**2.4.6 Solutions?** A number of possible solutions were suggested by students themselves – including rearranging the schedule to allow for Wednesdays, say, to be a private study day; or adjusting the length of the programme upwards, from the current 18 months (12 months classroom study + 6 months dissertation writing) to 24 months (a two-year programme would presumably fit the Russian standard model for a Master’s programme); or making the start time 1800, not 1730; or introducing intensive study weekends, in order to ensure better opportunities to attend. We will return to the question of possible solutions – and add further potential mechanisms, while also reflecting on the administrative impact of any changes – in subsequent sections.

## ***2.5 Programme organization***

In this sub-section we look at perceptions of how well the programme has been structured and organised, relying primarily on student feedback (analysis of programme administration is mainly left until Section 3).

As Table 4 demonstrates, student perceptions appear to be very favourable, with regard to assessment of the overall standard of the programme. The responses in Table 5, with regard to the composition of the programme and learning outcomes, are also generally positive, albeit with a higher proportion of negative and neutral evaluations expressed.

**Table 4: Statement 4, Student/graduate questionnaire:  
“The Programme is organised to a high standard”**

<i>Students and graduates combined response</i>	<i>Agree Strongly (2)</i>	<i>Agree (1)</i>	<i>Neither agree nor Disagree (0)</i>	<i>Disagree (-1)</i>	<i>Disagree strongly (-2)</i>	<i>Score (max. = 344)</i>
	77	88	6	1	0	241

**Table 5: Statement 1, Student/graduate questionnaire:  
“The modules and courses of the Programme are well structured; the anticipated learning outcomes are clearly formulated”**

<i>Students and graduates combined response</i>	<i>Agree Strongly (2)</i>	<i>Agree (1)</i>	<i>Neither agree nor Disagree (0)</i>	<i>Disagree (-1)</i>	<i>Disagree strongly (-2)</i>	<i>Score (max. = 344)</i>
	47	112	9	4	0	202

If we look at the nature of student commentaries that accompany these questions, however, then a more mixed picture emerges: with regard to Statement 1, for instance, we received a diverse range of feedback, from very positive levels of praise, down to extremely negative comments claiming that some modules seem not to be structured at all, that there is a high degree of repetition between modules, that the anticipated outcomes were not too clear from the start of a module, etc. On Statement 4, the negative comments referred to relatively minor issues, such as changes in timetabling not being announced on time, on difficulties of sitting more than one test in a day, on not being able to find classrooms, etc...

With regard to the question of clarity of learning outcomes. The experts reviewed a sample of module outlines, and can compare the rather brief nature of these with the far more detailed documents that are required in, for example, the English Quality Assurance system, where students have to be informed about not only the content of the module they are to study, but also which skills they are to develop and apply in the course of the module, the nature of the assessment they will be required to undergo, and can also compare such descriptions against the entire course outline. We will therefore return to this issue in the Recommendations.

With regard to Statement 14, we see a larger divergence between the responses expressed in the questionnaire, and the accompanying set of commentaries.

(Table 6 does not include figures for the First Year students, as they had not had any classes led by foreign lecturers by the point they filled out the questionnaires.) While the assessment is very positive on the surface, even a number of those who ostensibly agree, or strongly agree, in their questionnaire response, then go on to comment that, for instance, there is scope for improving the degree of coordination between the two components, or that foreign lecturers at times do not seem to understand fully the needs of Russian students, etc. We will return to the question of evaluation of lecturers below.

**Table 6: Statement 14, Student/graduate questionnaire:  
“The Russian and Foreign parts of the Programme successfully complement each other”**

<i>Students and graduates combined response</i>	<i>Agree Strongly (2)</i>	<i>Agree (1)</i>	<i>Neither agree nor Disagree (0)</i>	<i>Disagree (-1)</i>	<i>Disagree strongly (-2)</i>	<i>Score</i>
	41	31	5	0	0	113

## **2.6 Programme delivery**

We turn now to evaluations of various aspects of the delivery of the programme. We should reiterate a point made earlier in the report, to note that it is beyond the remit of the current project to conduct and present a comprehensive analysis of the quality of the Master’s programme run by the ESI. This is the task of a full academic audit, which would be conducted by a specialist team of Quality Assurance inspectors – a process that presumably the ESI will undergo on a regular basis as part of the RF Quality Assurance regime in higher education; and a process that may also be necessary in due course on an international level. Here, instead, we rely on the feedback received from students and staff, as well as on reflections of the experts on the documentary evidence reviewed in the course of the project, in order to give an overview of key issues relating to the nature and quality of programme delivery.

**2.6.1 Teaching and Learning Materials and Resources:** The Russian lecturers who completed questionnaires gave a very positive opinion regarding the level of resources available to the programme (8 responded that these were ‘extremely adequate’, and 9 ‘adequate’, of 17 respondents). The responses of students regarding the quality of learning materials available to them (Table 7) is also

generally positive, although comments, again, reveal some degree of dissatisfaction. With regard to handouts, for instance, some complained that certain lecturers would not give out material, claiming that it was their ‘intellectual property’; while the foreign lecturers brought handouts only in English. The latter complaint would appear to be little justified – given that students are supposed to be competent in the use of English (but, as will be discussed below, they are not – which raises a number of problems for foreign lecturers, who expect them to be sufficiently fluent to be able to read handouts, for instance).

**Table 7: Statement 9, Student/graduate questionnaire:  
“The quality of the learning materials (manuals, hand-outs, library, etc.) is of a standard appropriate to the level of the Programme”**

<i>Students and graduates combined response</i>	<i>Agree Strongly (2)</i>	<i>Agree (1)</i>	<i>Neither agree nor Disagree (0)</i>	<i>Disagree (-1)</i>	<i>Disagree strongly (-2)</i>	<i>Score</i>
	58	86	22	6	0	196

Some students also commented on the number of textbooks available, stating that they had to buy their own copies. The expert team visited the library resources of the ESI, and these were generally impressive, demonstrating a strong commitment to providing a range of up-to-date materials (which, as all academic libraries know, are increasingly expensive to purchase). However, access is limited by the fact that the library seems to operate mainly as a reading room, rather than a loan library; further, the access to online journals and other resources is limited to site-only, rather than being available off-site.

**2.6.2 Balance between lectures / small-group / individual work:** Here a mixed picture emerges. From evidence provided by lecturing staff, the ESI is engaged in an ongoing programme of developing and implementing innovative approaches to the learning process. Further, the experts were able to review materials relating to simulation exercises moderated by one of the foreign visiting lecturers, as evidence of the provision of dynamic, interaction-based learning experiences available in the programme. On the other hand, from the qualitative responses of students, there is a feeling at least among a good number that there is presently too heavy an emphasis on traditional lecture-format classes, which give limited possibility for student input. Instead, students state that they would prefer a

greater number of small-group activities, including role-play sessions, problem-solving work, and individual study.

Indeed, if we compare this programme format with counterparts in Western Europe, at least, then there does appear to be an over-reliance in the ESI programme on lectures. This can be partly explained by the requirements of the Russian Federation Quality Assurance system, with its ongoing emphasis on the time to be spent in classes (rather than the quality of the experience), and on the transmission of knowledge, rather than the development of skills through interaction, reflection and independent work. (This is not an absolute statement, and it is of course recognised that the Russian teaching and learning culture has been evolving considerably in recent years – yet in comparison, it is still more lecturer-centred than the student-centred practices now more common in other parts of Europe).

Given that the ESI programme is orientated at young professionals, and is therefore an ‘executive’ programme of sorts, it would seem more appropriate to give more emphasis to a student-centred approach. A practical obstacle here might be raised because of the timetable issue, and the concern that poor attendance might disrupt seminar-based work more than it would traditional lectures. But this is a separate, practical point to be addressed. The overall issue of the balance of learning approaches will be addressed in more depth in the Recommendations.

**Table 8: Statement 6, Student/graduate questionnaire:**  
**“The balance between class learning (lectures, seminars) and non-class learning (small groups, distant learning, individual learning) facilitates the achievement of anticipated learning outcomes”**

<i>Students and graduates combined response</i>	<i>Agree Strongly (2)</i>	<i>Agree (1)</i>	<i>Neither agree nor Disagree (0)</i>	<i>Disagree (-1)</i>	<i>Disagree strongly (-2)</i>	<i>Score</i>
	50	80	41	0	0	180

**2.6.3 Evaluation of lecturers – Russian and Foreign:** Next we turn to students’ evaluation of the standard of teaching they have received from, respectively, Russian and foreign visiting lecturing staff. With regard to Russian staff, Table 9 shows very positive assessment overall, with only a small proportion of

dissatisfied respondents. In commentaries provided by respondents, it was noted by some that there is a degree of variation in the quality of teaching (this, indeed, had also been pointed out by previous evaluations – module satisfaction rates – conducted internally by ESI).

One particular challenge to note, that was remarked upon to the experts on a number of occasions, stems from the fact that many of the students, by dint of their day-to-day experience in dealing with matters of relevance to a particular subject, may well have more profound practical insights into certain areas than the lecturers themselves. In discussions with lecturing staff, this was generally seen as a positive phenomenon – allowing lecturers to learn from their students, and thus serve as a basis for dynamic interchange (although this, of course, acts as a further impulse for including greater emphasis on small-group work). The experts gathered evidence on the nature of in-service training in teaching methods received by ESI staff, from which it would appear that all staff have adequate and comprehensive access to a range of training opportunities (as is the norm in the Russian higher-education system); supplemented in a number of cases through opportunities to travel abroad to lecture / observe teaching / engage in further study.

**Table 9: Statement 2, Student/graduate questionnaire:  
“The standard of teaching by the Russian lecturers is high.”**

<i>Students and graduates combined response</i>	<i>Agree Strongly (2)</i>	<i>Agree (1)</i>	<i>Neither agree nor Disagree (0)</i>	<i>Disagree (-1)</i>	<i>Disagree strongly (-2)</i>	<i>Score</i>
	<b>87</b>	<b>78</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>249</b>

There was considerably more criticism expressed with regard to foreign lecturers, both in the questionnaire responses, and in commentaries (Table 10 does not include the results from Year 1 students, as this was not relevant for them at this stage). While students expressed appreciation of the work of some foreign lecturers, and the added value that their participation brings to the learning experience (in particular the input of practitioners is mentioned), concerns were also voiced with regard to the level of preparation of certain foreign lecturers – e.g. the experience did not match the declared content and aims of a particular set of sessions.

**Table 10: Statement 3, Student/graduate questionnaire:  
 “The standard of teaching by the foreign visiting lecturers is high”**

<i>Students and graduates combined response</i>	<i>Agree Strongly (2)</i>	<i>Agree (1)</i>	<i>Neither agree nor Disagree (0)</i>	<i>Disagree (-1)</i>	<i>Disagree strongly (-2)</i>	<i>Score</i>
	<b>23</b>	<b>36</b>	<b>11</b>	<b>7</b>	<b>0</b>	<b>75</b>

As will be reviewed in Section 3, this is an issue (or set of issues) with which both the ESI and College of Europe staff have actively engaged in and sought solutions to, following similar feedback received after the first year of the programme.

**2.6.4 Student-lecturer interaction:** As a further point on the question of student-lecturer interaction, it was mentioned by a number of respondents, both students and staff, which a democratic atmosphere exists generally, thereby fostering a constructive atmosphere for discussion. This is how things should be, after all, in a programme for young professionals, but it is still commendable that such an environment has been created in the programme.

**2.6.5 Foreign language competence and learning:** The questionnaire results indicate a certain degree of dissatisfaction among a fairly large proportion of students, as further witnessed by the comments made by some students. The key concerns expressed were: that there was an insufficient number of classes, which the level of differentiation of proficiency within groups was not adequately dealt with (i.e. some found their groups working at too easy, or too difficult, a level). Foreign-language competence issues also impacted on the experience of working with foreign lecturers (simultaneous interpreting was provided for those not able to follow the lecture/seminar in English – but this, surely, lessened the effectiveness of that class; and some students were unsure about the quality of the interpreting, stating that this may have negatively influenced opinions regarding the foreign lecturers...).

**Table 11: Statement 7, Student/graduate questionnaire:  
 “Foreign language training is of a standard appropriate for the programme”**

<i>Students and graduates combined response</i>	<i>Agree Strongly (2)</i>	<i>Agree (1)</i>	<i>Neither agree nor Disagree (0)</i>	<i>Disagree (-1)</i>	<i>Disagree strongly (-2)</i>	<i>Score</i>
	<b>69</b>	<b>66</b>	<b>21</b>	<b>15</b>	<b>1</b>	<b>187</b>

Clearly the language issue is a contested one in the programme – as also witnessed by comments from some Governing Board members, who expressed concern that students' level of competence in English was lower than would have been expected. Indeed, it would seem not to be fair or realistic for the ESI language training to have to compensate for inadequacies in the students' language level that they bring to the programme – their level of competence should indeed have been higher prior to this.

This seems – from the experience of the experts – to reflect a general worsening trend within Russian education, in some areas at least, with regard to language competence (ironically, given the increased access to language learning in contemporary Russia, compared with the much more constrained circumstances of the late Soviet and early post-Soviet period). And it does represent a real challenge for the programme and its ability to operate at the level required at present, and indeed, plans for further intensification of interaction with foreign lecturers and students. This point will be returned to in subsequent sections.

**2.6.6 Intercultural and International Experience:** From the preceding discussion it is clear that students would benefit from as much exposure to intercultural and international experience opportunities as possible (as befits, of course, a programme that essentially is 'Area Studies' in character). In this regard, the inclusion of a study visit to Bruges and Brussels is extremely valuable – as seen from the comments of those who have taken part in such visits). Ideally, the visit would be open to all, and all would be able to attend – this, for the time being, however, remains out of reach.

**2.6.7 Research training:** The development of appropriate research skills and preparation for the task of researching and writing the dissertation, is a key component in Master's programmes in these subject areas. Here we find a problematic area, with regard to the ESI programme, as shown in Table 12 below (which does not include the responses of Year 1 students, who have yet to start writing the dissertation).



**Table 12: Statement 8, Student/graduate questionnaire:  
 “Research skills training and the Master’s dissertation are afforded sufficient attention  
 by the Programme”**

<i>Students and graduates combined response</i>	<i>Agree Strongly (2)</i>	<i>Agree (1)</i>	<i>Neither agree nor Disagree (0)</i>	<i>Disagree (-1)</i>	<i>Disagree strongly (-2)</i>	<i>Score</i>
	32	24	13	7	1	79

Students commented that the level of support afforded in this part of the programme was rather patchy (i.e. the quality of support varied across lecturers), and somewhat too formalistic – i.e. feedback was provided at too late a stage, rather than guidance being provided in sufficient depth at the early stages of preparing the dissertation. From the evidence reviewed by the experts (which included a sample of dissertations, including distinction level items), it would appear that there is scope for improvement in this area – students do not seem to be required to become familiar with and deploy research methods in a profound manner; and the standard of dissertations, while comparable to ‘Pass’ level in other programmes with which the experts are familiar, did not demonstrate advanced levels of conceptual discussion, and methodological rigour, to the standard that might be expected, say, of students planning to go on to study at PhD level.

## **2.7 Programme outcomes**

To reiterate a point made in Section 1, it is still somewhat early to be making firm conclusions, after only two cohorts of students have graduated, as to the outcomes of the Programme. We can, of course, refer to the fact that a total of 130 students (49 in 2007 + 81 in 2008) have graduated successfully from a total of 167 students recruited in those two cohorts (62 and 105 respectively). Otherwise, we need to rely on students’ own evaluation of the value of the programme for them as individuals, as shown in Tables 13 to 16 below.

**2.7.1 Networking opportunities:** Students commented positively on the opportunities providing by the programme to come into contact with colleagues from other ministries, working in similar specialisms, and confirmed that such contacts had already proved valuable in their everyday experience. Such benefits will presumably expand, as the alumni network activities grow.

**Table 13: Statement 11, Student/graduate questionnaire:  
“I have developed useful contacts with other students and lecturers in the course of the Programme”**

<i>Students and graduates combined response</i>	<i>Agree Strongly (2)</i>	<i>Agree (1)</i>	<i>Neither agree nor Disagree (0)</i>	<i>Disagree (-1)</i>	<i>Disagree strongly (-2)</i>	<i>Score</i>
	74	61	35	2	0	207

**2.7.2 Effect on Career Development:** More data will be required in order to be able to make meaningful analyses of the impact that graduation from the programme has on career development needed. Meanwhile, the majority of students feel that there will be some positive impact at least (with some already reporting tangible outcomes).

**Table 14: Statement 12, Student/graduate questionnaire:  
“Studying on the Programme has had a positive effect on my career with my current employer”**

<i>Students and graduates combined response</i>	<i>Agree Strongly (2)</i>	<i>Agree (1)</i>	<i>Neither agree nor Disagree (0)</i>	<i>Disagree (-1)</i>	<i>Disagree strongly (-2)</i>	<i>Score</i>
	72	83	16	1	0	226

**2.7.3 Payoffs from Commitment:** Overall, it would seem that the considerable efforts made by students to attend and successfully complete the programme are perceived to be worth it, from the perspective of the students – although some do clearly have reservations, albeit rather vaguely expressed in the commentaries.

**Table 15: Statement 13, Student/graduate questionnaire:  
“The benefits/payoffs received in the course of the Programme are worth the time, energy and money invested in my education”**

<i>Students and graduates combined response</i>	<i>Agree Strongly (2)</i>	<i>Agree (1)</i>	<i>Neither agree nor Disagree (0)</i>	<i>Disagree (-1)</i>	<i>Disagree strongly (-2)</i>	<i>Score</i>
	76	66	26	4	0	214

**2.7.4 New opportunities:** In addition to new opportunities within their existing career, it is also assumed that the Master’s degree can open new possibilities for graduates – in terms of promotion prospects within or across institutions; or further study opportunities; or perhaps in the commercial and other sectors. Monitoring will be required, in order to trace subsequent career developments

and establish the extent to which the ESI degree will influence the career opportunities and choices of graduates.

**Table 16: Statement 15, Student/graduate questionnaire:  
 “The award of a Master’s Degree from the ESI can open new opportunities for me”**

<i>Students and graduates combined response</i>	<i>Agree Strongly (2)</i>	<i>Agree (1)</i>	<i>Neither agree nor Disagree (0)</i>	<i>Disagree (-1)</i>	<i>Disagree strongly (-2)</i>	<i>Score</i>
	<b>89</b>	<b>63</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>241</b>

## **Section 3: Management and Administration of the European Studies Institute**

Given the close interconnectedness of issues relating to the management of the ESI, and its administrative structure and procedures, the exploration of these components of the study is combined in this section.

The analysis will begin with an examination of the day-to-day level of management and administration, to evaluate the manner in which the ESI has met the challenge of designing and implementing, in a short timescale, the structure of the ESI itself, and a fully-functioning Master's programme. The focus of the analysis will then shift to the strategic level – with a particular emphasis on the role of the Governing Board, and on the respective stakeholders in the initiative – to examine the extent both to which the strategic and day-to-day management and administration components function harmoniously, and to which the long-term, strategic goals and challenges of the ESI are being met effectively by the existing management and administrative structure.

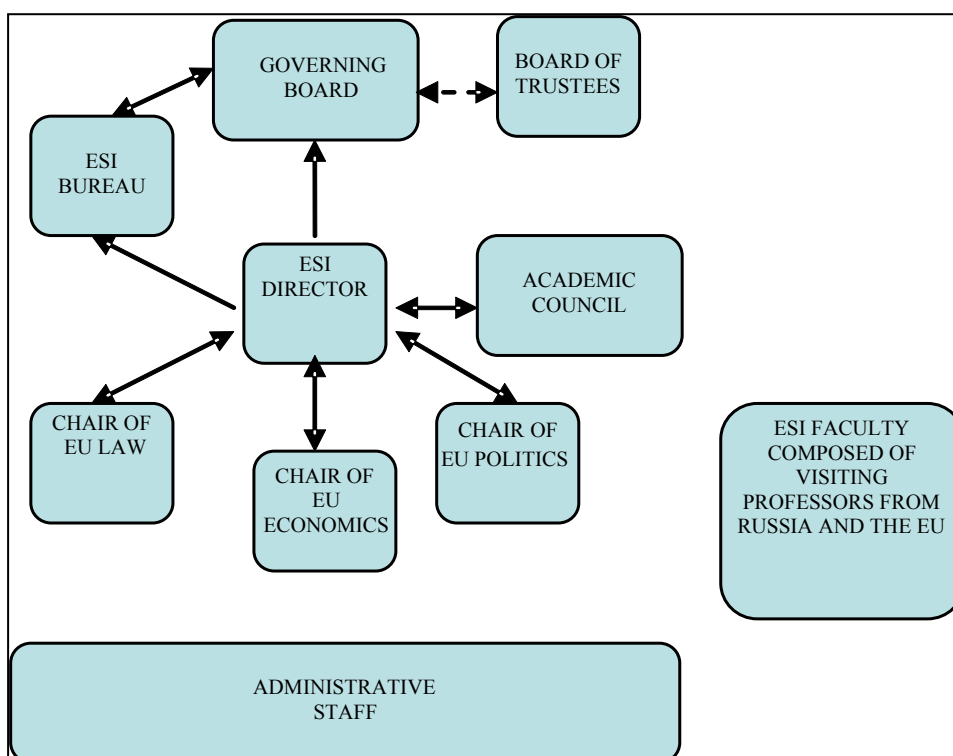
The analysis does not cover in detail issues relating to the financing of the programme, as this is not required in the ToR, and is, moreover, a specialist task that needs to be conducted, when necessary, by specialist analysts. The report will, however, refer to issues of funding and resource allocation where this is appropriate to the discussion at hand.

### ***3.1 Overview of Management and Administrative Structures***

The set of structures involved in the management and administration of the ESI is shown in Figure 2. This, in turn, of course, fits inside the overall structure of MGIMO. It is not the purpose of this report to delve into the details of the workings of the MGIMO administration (and thus reflect on the workings of Russian Quality Assurance and Higher-Education administration models per se), but to examine, rather, the question of how the ESI itself functions, how the Master's programme is managed, and how strategic decisions regarding the development of the ESI initiative are discussed and implemented. We can, however, mention that the selection of MGIMO as a base for the launch of this initiative was a sound choice with regard both to the ability to launch the

programme effectively and quickly, and to the long-term sustainability of the initiative – housing it within a very well-established and secure institution, embedded within not only the higher-education framework of the RF but also with longstanding and close cooperation with the administrative sphere at the Federal and other levels, factors that should allow the ESI initiative to develop a very firm foundation. Such security may not have been possible to achieve by housing the initiative in another higher-education establishment, without such firm support from the governmental level. (On a similar point, we should also mention that the selection of the College of Europe as lead partner from the EU side also ensured the level of institutional commitment required for sustainability of the ESI initiative in the international collaboration arena.)

**Figure 2: Management and Administrative Structures of the ESI**



### **3.2 Day-to-Day Management and Administration of the ESI**

**3.2.1 Dynamics of Day-to-Day Management and Administration:** For the most part, the nature of the day-to-day management and administration of the ESI is dictated by the character of the management and administrative environment of the ESI's parent institution, MGIMO, and thus in turn by the character of the

standard operating procedures and requirements seen within the Russian higher-education system. As with any unit within this system, the ESI must answer to a comprehensive, rigorous and demanding set of quality assurance requirements. However, the case of the ESI is also quite different from standard Russian institutes in that its management and administrative structures and procedures includes a very strong presence of international partners and stakeholders, which adds a substantial additional layer of demands and complexities.

At a practical level, this involves frequent and quite intensive interaction with the partner institution, the College of Europe, which houses a specialist team of coordinators for working with the ESI on a range of issues, from programme development, through recruitment of foreign lecturing staff, management of joint projects, etc. The ESI staff was very complementary about the work and commitment of their colleagues in Bruges, and testified that the relationship works in a very constructive and effective manner. ESI staff also noted the input provided on a regular basis by members of the Delegation of the European Commission to Russia.

On a decision-making level, the ESI's international character means that decision-making processes need to be balanced carefully by the Director and his staff between the demands of the domestic institutional environment, the key funding stakeholders (Russian and EU sides), and indeed by conditions set by other relevant stakeholders, e.g. the employer institutions of students on the Master's programme. For the most part, the ESI management team appears to deal with such diverse and complex demands very effectively – which testifies not only to their skill in managing complexities of this kind, but also to the apparent acceptance by this broad stakeholder group that it is imperative to support the ESI management in its tasks.

This is not to say that the system works completely smoothly at all times – respondents noted that the very fact that decisions need to be passed by a broader group of stakeholders can, necessarily, delay the decision-making process to a certain degree, and also open up room for disagreement, misunderstanding, need for clarification more than would be the case in a 'self-

contained' environment with fewer stakeholders. However, respondents also noted the tangible benefits that come with such an expanded stakeholder involvement, and in particular the international input, that allows the ESI management team to draw on comparisons with the experience of international initiatives of a similar nature.

Below we examine the manner in which the management and administrative structures have allowed the ESI to tackle a number of day-to-day (non-strategic) issues, including illustrations provided by a number of case studies.

**3.2.2 Monitoring and Evaluation:** First we should note the efforts made by the ESI to engage in regular monitoring and evaluation of the progress of implementation of the programme. This would appear to be over and beyond the demands made upon the ESI by the Russian Quality Assurance regime, and has included gathering of data on student feedback regarding module content and delivery, performance of lecturers, monitoring of student progress. In addition, the ESI also benefited from a review of the results of the first year's experience of running the programme, conducted by the Moscow Office of the Monitoring Unit in charge of monitoring EU funded projects. Respondents from the ESI management team, and from the Academic Council, noted that the results of such monitoring are duly discussed at appropriate meetings, and responses and solutions formulated accordingly. Further to the use of quantitative data, feedback is also elicited from the student body, e.g. through student representatives to the Academic Council, through student feedback to lecturing staff, through soundings made among the student body by junior lecturers who then feed back to the Academic Council, and so on.

There would seem, on the basis of evidence provided, to be an active and dynamic channel of communication, therefore, which is viewed positively by the ESI management team as a means of helping them to evaluate the implementation of the programme, and to develop necessary responses. Several respondents noted the democratic atmosphere generated by such an approach, and noted that individuals at all levels were thus able to feel that their opinions count, and can influence the work of the ESI. This is a very positive sign,

appropriate for a 'learning organization' (i.e. one that has the internal capacity for ongoing self-evaluation and adaptation to needs).

Channels for feedback and communication are also open with other stakeholders, via the Governing Board (more in 3.3), and with employers, although in the case of the latter, as alluded to in Section 2, the intensity and depth of the dialogue is not, it seems, currently as developed as it could and should be. In general, however, the evidence received would suggest that there is a constant process of reflection and fine-tuning of the work of the ESI in place, led by the management team but incorporating a wide input from relevant parties, which lays a basis, in principle, for the ESI to be able to respond effectively to the evolving needs of the institute and its programme (within, of course, the possibilities and confines of the overall institutional and systemic frameworks of which they are part and to which they are bound).

**3.2.3 Programme development – day-to-day:** The lead in the day-to-day management of the programme is provided by the ESI Bureau, with the two deputy directors, alongside the director; with heads of department of Law, Economics and Politics also contributing on a day-to-day basis; supplemented by the work of ESI Academic Council, meeting monthly at least (and, by association, the work of other Academic Councils, at faculty and MGIMO levels). This is further added to, in the case of ESI, by the input from colleagues in the College of Europe. It is understood that moves are underway to ensure a regular, if not constant, direct presence of a representative of the College of Europe based in ESI, which will be of significant value, it is presumed. This combination of structures ensures that 'tactical' decision-making and implementation of appropriate measures is securely in place within the ESI, according to the evidence reviewed by the experts.

It should be noted, however, that the level of comprehensiveness of the documentation maintained regarding decision-making on, for instance, the running of the Master's programme, while of a level consistent with the demands of the Russian Quality Assurance regime, is somewhat 'light' when compared with the more detailed 'paper trail' available to internal and external QA



evaluators of an English academic programme, for example. This is a point to be returned to in the Recommendations.

**3.2.4 Recruitment of Lecturing Staff:** This is an issue that has been the subject of considerable debate within the ESI structures, including the Governing Board, where some dissatisfaction was expressed with regard to the initial arrangements for recruiting staff. From the evidence received, actions have been implemented on this front, with a revised and more comprehensive set of procedures put in place for competitive selection of staff, involving a sub-committee of the GB, a move that has led apparently to positive results.

It should be noted, however, that the issue of lecturer recruitment (Russian staff) is likely to remain a problematic one – given the need to find staff who are both qualified in this specialist subject area, and who are available and willing to teach on evening timetables. Given these constraints, the comments of one Governing Board member, that lecturers should be encouraged / required to teach in English, would seem to be far too optimistic at the present stage.

**3.2.5 Recruitment of Students:** The procedures for recruitment of students have also been contested, and subsequently adapted as a result of debates within the ESI structures, again including the Governing Board. A more rigorous, and it seems, appropriate, procedure is now in place, which requires students to state (in English) their motivations for wanting to enter the programme. However, the issue of language competence remains unresolved – some comments from the Governing Board members were made to the effect that more stringent demands should be made on language competence; however, in the present circumstances, this also seems unattainable and not practical, given the uppermost need to ensure recruitment onto the programme, and the fact that the programme remains aimed at officials – thus meeting the needs of their professional development, and the staffing needs of their employers, rather than the internationalization needs of the ESI. The ability of the ESI to impose additional demands on the entry level, accordingly, is limited, as long as the pool of potential candidates remains restricted.

On a similar note – while a desire has been expressed by various sources consulted for this project to recruit more students from the Russian regions, this will remain a problematic area for the foreseeable future, given the prohibitive conditions that arise because of the very high cost of living in Moscow, the practical barriers to such students finding opportunities to be released from duties in their regions, etc. (Possible solutions will be discussed in the Recommendations.)

Further – the discussions that have taken place over potential recruitment of foreign students to study on the programme (assuming that in this case, the language of instruction would be English, not Russian) will remain hypothetical, as long as the programme is Russian-language based. Recruitment of students from such countries as Uzbekistan and Kazakhstan, who presumably could be taught in Russian, is possible – but also hypothetical at the current stage, it would seem (given the costs of living, not to mention the cost of the programme itself).

**3.2.6 Issues Relating to Foreign Lecturers:** As reported in Section 2, student feedback indicates a certain level of concern regarding the quality of experience of course components led by some foreign lecturers. The ESI management team is well aware of such issues, having conducted feedback exercises themselves following the first year of the programme and subsequently, and have been working actively with colleagues in the College of Europe to address such issues. From evidence provided, this has resulted, in the second and third years of operation, in the College of Europe seeking to select those lecturers who have proved most capable of providing the most effective teaching delivery to the Russian students, taking into account the needs of these students.

**3.2.7 Timetabling and Student Attendance:** Again, the ESI management team are well aware of the concerns expressed both by students and lecturers with regard to the constraints of the existing timetabling arrangements, and have made efforts to lobby among employers to ensure adequate release conditions. However, it is probably the case that more fundamental solutions are required – these will be discussed in the Recommendations.

**3.2.8 Questions relating to the delivery of the Master's programme:** A number of areas for attention were discussed in Section 2, e.g. regarding the balance between lectures and small group work; and the development of research skills. It is not so evident that such issues have as yet been afforded the level of attention they apparently deserve within the ESI management and administrative structures.

### ***3.3 Strategic Level of Management***

In addition to the considerable complexities that accompany the strategic management of a joint initiative of this kind, involving multiple, international stakeholders, clearly there are also great potential for such an initiative to build a very firm platform from which to develop a multi-faceted set of responses to meet the current and future needs not just of domestic, but also international users of the education, training and research services of the ESI. How effectively is the existing management and administrative structure of the ESI coping with the challenge of providing strategic-level oversight and actions, capable to achieving this potential?

**3.3.1 Questions of Ownership:** After reviewing the evidence collated for the current project, it still remains unclear to the experts where the final prerogative of 'Ownership' of the ESI initiative, and of its Master's programme, lie. With the ESI management team? With MGIMO? With the two co-funders? Or shared between all of the above? Clearly whatever the ownership situation, and the extent of its clarity, to date workable solutions have proved possible – after all, the ESI has been established, and the programme successfully launched. However, as the ESI moves into new phases – not least as issues of financing the initiative evolve – it is imperative that the question of ownership is afforded priority attention.

Taking this discussion further is beyond the remit of the current project – but it is essential that we point it out here and that we return to the implications of the ownership question in the set of recommendations.

**3.3.2 Questions of Consensus:** Returning again to the issue raised in Section 1, regarding the extent to which a firm and workable consensus exists regarding the aims of the ESI and its programme and, accordingly, their evaluation. A

sample of Governing Board members (11 of 16, plus further discussions with observing members of the Board) were interviewed for the current project, and asked to give their perspectives on the strategic goals of the ESI initiative, evaluations of its progress to date, and views on necessary actions to be taken to carry the initiative forward. They were also asked to reflect on their experience of the functioning of the Governing Board itself. From the interview evidence gathered, we should note firstly that there is a generally accepted and expressed positive overall evaluation of the mission and of the achievements of the ESI initiative. However, attention within the evidence is drawn also to rather more negative and/or conflicting viewpoints – and it is these that we should focus on here. This divergence in viewpoints can be seen, for instance, with regard to:

- The quality of achievements to date: some members professed to being very satisfied with the outcomes of the programme to date; while others questioned the quality of the programme, for instance on the grounds that standards for the recruitment of students are not high enough, or because it is delivered on a part-time basis
- Some members saw tangible and reasonable progress in the aims of expanding the programme to Russian regions, and recruit internationally to a generalist Master's programme (i.e. in addition to the programme for young professionals); others questioned why such developments had not yet been prioritised and pursued (even suggesting that up to 50% of teaching staff should come from outside of Russia); while other opinions were expressed to the effect (to the opposite) that the ESI should instead focus on consolidating its existing programme
- While such diverse opinions can be debated, they do appear to indicate a certain gulf of understanding and appreciation of the time, resources, and other factors that affect the feasibility of introducing educational innovations of this time
- Perhaps on a more fundamental issue – a number of respondents referred to the question of trust, and of cultural differences, between members of the

Governing Board, which it would seem act as a barrier to some extent at least to the Board achieving its potential. This is a somewhat surprising state of affairs, which should perhaps have been addressed even before the Board was established. It certainly needs to be resolved as quickly as possible now.

- The bottom line – that the Board should come to clear agreement on establishing criteria for its own activities, and for evaluating and overseeing the work of the ESI and its programme, in order to be able to set *reasonable* (i.e. realizable) objectives for the initiative

**3.3.3 Optimizing the Functioning of the Governing Board:** The list of problems faced in the functioning of the Governing Board, mentioned above, do indeed merit very serious reconsideration of the organization (and perhaps composition) of the Board itself. These issues will be addressed in the Recommendations, but the core problems, as identified by various members, can be summarised thus:

- The Board meets rather infrequently, if it is to assume a role as an active and fully engaged chamber for the discussion and taking of decisions regarding the work of the ESI
- The level of information flow provided to Board members is currently rather inadequate, in order for them to remain fully abreast of developments and thus come to fully-formed opinions
- The dynamics of the meetings are somewhat formal, and ‘two-sided’ (Russian side and EU) – thus preserving, it would seem, a barrier to more open and constructive debate and joint work

**3.3.4 Key Tasks for the Governing Board:** The preceding discussion has necessarily been rather critical and sharp – as it needed to reflect the nature of the evidence provided by members of the Governing Board itself. However, we should reflect again on the commitment expressed by all members to the ESI initiative, and the amount of work and effort put in by all participants in the management and administrative environment of the ESI. From the evidence

provided, the Governing Board has proved to be very active, and a vital component in the overall development of the ESI. This is not intended to be a flattering statement – it reflects, rather, experience of similar Governing Boards in other programmes elsewhere, which have a tendency to act more as talking shops and meeting clubs of members, rather than as a key part of the decision-making process. In other words, overall a solid foundation appears to have been laid in the case of the ESI Governing Board – and to reiterate, if its potential is exploited, it can serve to provide a real competitive edge to the work of the ESI, in its future development plans.

Among the key issues to be tackled by the Governing Board in the coming period are:

- Sustainability – issues of financing. What will happen when the current (renewed) round of funding expires? Which other sources have been identified as potential bases for funding the programme? How realistic is the scope for recruiting more students ‘by agreement’ (i.e. fee-paying, at the rate of €12000 per student per programme)?
- Pace and priorities for expansion: The ESI is already actively engaged in discussions with regional potential partners across Russia, with a view to extending the programme for young officials on a regional basis. How practical is this move? How will it be financed?

These will be taken up further in the Recommendations.

## **Section 4: Visibility, Identity, Networking**

The question of the effectiveness of the visibility of the ESI again returns us to the issue of what we are evaluating: its visibility among ministries and agencies within Russia, which provide students for the current programme? Or among the international community of scholars of European Studies? Or in the mass media, owing to ESI expertise (again – which mass media, Russian or foreign?)? We also, to repeat a point once again, need to be wary of expecting too much, too soon, given the high demands placed on the limited human resources of the ESI staff. Bearing these points in mind, we can review efforts made in the visibility question to date.

But we should also recognise that we are discussing not just visibility, but also questions relating to the networking capacity and efforts of the ESI (and thus its integration into the broader academic, policy and other communities specialising in European Studies); and its identity as a whole – what is the ESI going to be known for, what will its recognised strengths and features be, among these communities?

### **4.1 Website**

The website shows good progress in working towards the establishment of a fully-functioning electronic resource base, of value both to internal users (students and staff), and as the primary external ‘face’ of the ESI. Clearly the site is still in the process of development (e.g. certain sections remain vacant, others remain somewhat sparse), but the information on key pages does appear to be updated on a regular basis, and the news section is active and informative. There appears to be a good foundation for making the ESI site a valuable resource base for users looking for material in the field of European Studies – and the wider appeal of the site (not restricting itself just to academic issues and debates) should help to broaden the user base, accordingly. The e-journal published on the site is a very good example of the kind of resource that can help to heighten awareness of the ESI initiative among a broad readership – and act as a useful aid for recruitment of students.

The question of when the site will move towards a more comprehensive English-language version has been raised by a number of respondents. Evidence provided by ESI staff suggests that this is seen as a priority, and will be moved on once resources are allocated. This could, perhaps, be a task to be taken on by 'volunteers' among the student body? Having at least an English-language version (and ideally other language versions, if at all possible) will be an important step towards deepening the international presence of the ESI, of course – and an essential tool in plans for recruitment of international students, as and when this occurs.

#### **4.2 Conferences**

A further key set of activities in the development of the ESI's overall visibility is provided by academic and policy conferences and other gatherings of experts. In this respect, the ESI has proved very active, organizing a good number of conferences and seminars in each of the academic years to date, involving participants from across Europe, from both policy and academic spheres. These provide, in principle, excellent opportunities for ESI students and alumni to experience these debates, and indeed contribute to them – it is important, therefore, that such opportunities are exploited fully. Some concerns have been raised during the course of the research, that students have not always been afforded the level of access and participation to conferences and roundtables held at the ESI as might be desired.

#### **4.3 Short courses**

As part of the ESI's commitment to providing services to the Russian government and its ministries and agencies, a number of short courses have been designed and conducted by the ESI for officials, on special subjects (e.g. a recent course for the Federal Anti-Monopoly Agency). There are plans to run courses in the near future for commercial sector clients as well, on a fee-paying basis.

#### **4.4 Student and Alumni networking**

As previously mentioned, one positive outcome of the Master's programme is the networking opportunities it provides for students, and later, alumni, to network with colleagues from other ministries and agencies. Ideally, such networking could also be promoted on an international level, as and when the programme develops in this direction.



#### ***4.5 ESI Networking with Federal and Regional Institutions***

The ESI's close links with ministries and other institutions at the federal and regional levels in Russia, not least through its delivery of the Master's programme for junior officials, and short courses, clearly acts to promote and consolidate the ESI's visibility among such institutions, and helps to keep the ESI involved and informed about developments at the policy level within the country. Such networking is extended to the international level, of course, through the ESI's links with the Delegation of the European Commission to the Russian Federation, and further connections with institutions across Europe. (Note the visit made by ESI students to the Diplomatic Academy in Vienna, for instance.)

#### ***4.6 Research profile***

The research and publication activities of members of the academic staff of the ESI also help, naturally, to raise the profile and visibility of the ESI itself. The ESI is fortunate, in this respect, in having an active academic body that is already well integrated into the international scholarly community in their respective spheres – although there is scope for further intensification of this integration, achievable through increased publishing work in English and other EU languages. To this end, it would be desirable, for instance, to host a series of working papers in English on the website – including examples of the best dissertations produced by students, for instance.

## **Section 5: Recommendations**

The following set of recommendations stem, then, from the preceding discussion, and are intended to provide constructive possible solutions and steps for addressing issues raised during the course of the research. The list is neither exhaustive, nor proscriptive – they are intended to serve merely as the basis for reflection and discussion.

The overriding concern within the set of recommendations is that of the question of the degree of consensus held among the stakeholders, as referred to frequently in the preceding pages. There are two points to make here:

It is recommended, first and foremost, that the principal stakeholders of the ESI initiative need to conduct a thorough review of the aims and objectives of the ESI, with the aim of achieving a far more solid shared vision and consensus of these aims. This consensus-formation process should be careful to involve all stakeholders, and should ensure that a final, acceptable decision is taken (possibly through the use of a voting mechanism at the Governing Board level). This consensus should then be used as the basis of defining a clear Mission Statement, a clear set of goals, and an accompanying timetable, against which the progress of the ESI initiative can be more objectively and effectively assessed. The Mission Statement and the embedded goals and timetable should be open for review at appropriate intervals, in order to take into consideration changing circumstances in, for instance, the funding formula of the ESI.

The second point refers to the reading and interpretation of the current set of recommendations, which can be split into two main groups: a ‘tactical’ set of recommendations, that concern issues relating to the day-to-day management of the ESI and its existing programme; and a ‘strategic’ set of recommendations, that refer to the overall aims and objectives of the ESI initiative. In light of the discussion and concerns surrounding the question of consensus over these strategic goals, the set of recommendations on the strategic level should not be regarded as proscriptive, or as privileging one course of development over another.

It is essential, as the international experience of successful educational change demonstrates, for consensus and a sense of shared ownership and responsibility to be formed among the stakeholder community – and therefore the identification of which recommendations to adopt (or indeed, which additional or alternative recommendations should be developed, as the current list cannot be considered exhaustive) must lie within the remit of that community. The experience of successful educational innovation also shows the need to be very wary of jumping to early conclusions regarding the nature of implementation, and the subsequent adoption of changes to the initiative, before sufficient time has passed in order to be able fully to judge the progress made in implementation. Incremental adaptations are often more likely to be suitable than more radical changes of direction, structure, content.

### ***5.1 Academic Programme***

Discussion of the academic programme is divided into issues relating to the current format of the programme, aimed at young professionals, working in ministries, agencies and other institutions; and the potential for extending the Master's programme to cater for 'generalist' postgraduate students, whether from Russia or abroad.

#### **Current Programme**

**5.1.1 Timetable issues:** The current timetable would appear to be workable – but only just. It places considerable strain on both students and lecturers, and a rather high level of withdrawals and exclusions of students from the programme seems to be traceable principally to the question of whether students can manage to attend the programme's classes, and/or manage the programme workload, while also holding down their full-time, demanding jobs. A solution should therefore be sought.

It would seem that the most appropriate means of addressing the problem internally (within the programme) would be through the introduction of a far greater emphasis on distance learning and self-learning materials, which would allow at least part of the programme to be taught/studied in a more flexible regime. Clearly the development of distance-learning materials will require

significant allocation of resources, but the payoffs would be considerable, it is suggested.

The development of distance learning materials would open up opportunities for applying such an approach to courses aimed at the regions, or at students in other states (e.g. Kazakhstan), and thus help to consolidate the ESI's position as provider.

Extending the current programme to 24, instead of 18 months, could also provide a potential solution. This would allow the freeing up of some days of the week for self-study purposes, and thus make the course less intensive and demanding than at present.

Further possible measures include organization of intensive weekend learning sessions, in a residential centre. This would entail resource allocations, and commitments from teaching staff, of course. Ideally, such a weekend could be used at the start of the programme, in order to facilitate interaction between students, and staff, and to ensure a coherent beginning to the period of studies, in which all students are present (and not delayed at work, or unable to attend classes).

However, as a key factor in the question of student ability to attend and complete the programme appears to be connected with the question of employers' willingness to release time for students to attend and work on their studies, we need to look as well in the direction of the employers for solutions to this problem. This is taken up in 5.2.5, below.

**5.1.2 Attendance issues – introduction of contract?** In the light of the above, as a measure that can be introduced quickly in order to monitor this situation, it is recommended that a consolidated set of data for class attendance is maintained and analysed on a regular (e.g. monthly) basis, in order both to monitor general trends across a cohort of students, and to identify potential problem cases regarding the attendance of individual students.

It may also be appropriate – if this is possible within the confines of the Russian Federation Quality Assurance regime – to consider introducing a minimum attendance requirement (e.g. 70% of classes should be attended). Students who fall below this level of attendance would risk exclusion from the programme.

In order to introduce such a scheme, it would be desirable simultaneously to introduce a ‘contract’ system, under which all parties – the ESI, students, and their employers – would sign up to a mutually accepted set of guidelines and requirements with regard to attendance, laying out the responsibilities of each side, and thus the commitment of all to resolving difficulties that arise because of timetabling and attendance issues.

**5.1.3 Drop-out rates, exclusion of students, and procedures for allowing extensions:** The issue with the level of drop-outs of students from the programme was raised earlier in the report – where it was noted that a key factor in causing drop-out is pressure of work among the students (i.e. in their full-time employment), and insufficient flexibility on the part of employers and/or the schedule of the ESI Master’s programme, which impacts on the ability of students to attend and keep up with the course. This problem serves to highlight the pressing need to find more effective solutions to the timetable issue, and also to liaise with employers on this question.

Meanwhile, there is also a pressing need to ensure that mechanisms are in place to try to help students cope with such problems, and to prevent where at all possible situations reaching a point where students fall so far behind in their studies and/or miss so many classes, that they feel there is no alternative but to leave the programme, and/or fail to submit the required work. Here the focus, it is suggested, should be on helping those students in the final stages of studying – who have already put a great deal of effort into the programme, but who are not able to complete all work within the required timeframe.

- An early-warning system should be put in place, via which students and/or lecturers can alert ESI administration to problems of attendance/work completion before such problems become critical.

- A practical and easy-to-operate system of extensions should be made available, through which students can apply to the ESI formally for the granting of extra time to complete course work, in light of circumstances. Such practice is common internationally, with extensions usually given for at least 1 month, sometimes considerably longer. The aim is to protect the rights and interests of students, first and foremost – to help them achieve goals of which they are capable, but which circumstances have prevented them from doing so. Such systems also protect the interests of the institution – as it helps avoid unnecessary losses, in terms of performance of the institution, resource expenditure, etc
- It is also recommended that an ESI staff member be tasked with liaison with employers in such cases, in order (a) to obtain their confirmation of the student's workload problems, and (b) to encourage, where possible, some lifting of work pressure on the part of the employer

**5.1.4 Research skills development:** A more comprehensive and rigorous programme of research skills development should be prepared and introduced. This would aim to acquaint students more thoroughly with a range of contemporary research methods, in a unified manner available to all students. This does not need to be presented in the shape of an additional module – rather it can be presented through a small number of intensive sessions (possibly during residential weekends), accompanied by a set of self-study materials (ideally available online).

Models employed in analogous programmes around the world could be consulted for this purpose. Materials taken from best practice could be translated for this purpose (additional resource, therefore).

**5.1.5 Balance between lectures and small-group work:** The scope for amending the current balance should be reviewed, and within the limits allowed by current Russian requirements, the balance should be shifted in favour of small-group work, with an emphasis on interactive, reflective work. This will be more appropriate to both the level of the programme (postgraduate), and its

current orientation, towards provision of continuing professional development for junior officials.

It is recommended that such a mixture of lecture and small-group begin from the very start of the programme – as this will also contribute to the ‘socialization;’ of students onto the programme, through facilitating greater interaction.

**5.1.6 Foreign language competence:** The ESI should stress to employers that applicants to the programme should have an adequate level of competence in foreign language – and this, accordingly, should be seen as an incentive by applicants for ensuring that they strive towards attaining and maintaining such a level of competence. It is recommended that the ESI looks at the option of requesting that applicants provide evidence of having attained a certain level of formal language proficiency in English (or another EU language, as appropriate), prior to their documents being accepted for consideration. (This could be achieved through the use of an external award body’s criteria; or through the use of an internally-devised proficiency measurement, delivered by the ESI/MGIMO.)

It is also recommended that the ESI consider introducing a mandatory intensive English-language refresher course prior to the start of the main programme, ideally on a residential basis. This course would serve various purposes: information on student levels and needs can be used by ESI staff to identify individual learning requirements, and differentiate the work of groups in the subsequent regular studies accordingly (problems with differentiation were noted above, the reader will recall); further, the course would have the additional benefit of encouraging socialization among students (thus addressing another problematic area, identified during this project).

As the Master’s programme itself attracts more interest, it is to be hoped that the pool of candidates will increase, and that the ESI will accordingly be able to impose such demands more easily. The risk at the moment is that if language proficiency levels are enforced rigorously, the ESI could face a drop in recruitment of students (and possibly greater drop-out numbers of those who

have enrolled, if the weighting on language use within the programme increases, before sufficient competence is obtained).

Ideally, there should be an option for students to be able to write their dissertations in English (it would seem not feasible at present to make this an actual requirement). This could immediately facilitate greater exposure of the students' work at an international level – if dissertations can be made available in electronic version, and thus held in an e-archive at the ESI. Of course, allowing students to write dissertations in English would require supervision to be conducted in English – this presumably is not a problem for ESI lecturing staff; and it would also open up possibilities for supervision (co-supervision) by foreign lecturing staff. As a step towards this, all students could be required forthwith to produce an English-language synopsis and translation of the title of their dissertation, for inclusion in the dissertation itself, and for publication in a summary page to be made available to outside audiences.

**5.1.7 Programme documentation:** The ESI should work towards providing a more comprehensive set of documentation to accompany the Master's programme. This should include a full and detailed student handbook, that would lay out explicitly the aims and learning outcomes for each module, as well as further materials (e.g. on research skill development, on academic writing, etc). Ideally, such documentation should also be made available in English – both to ease communication with foreign partners; and also as a necessary step towards the greater integration of the programme, and its planned internationalization. A key purpose for such handbooks is the empowerment function they perform for students, allowing students to feel that they possess the necessary level of knowledge and understanding of the programme that they need, in order to exploit their potential to the utmost.

As a suggested set of contents for such a handbook, the following can be noted:

- The Mission Statement of the ESI (see above), and an accompanying text outlining the aims and objectives of the Master's programme, within the overall ESI initiative



- Detailed module descriptions, including learning aims and outcomes, and descriptions of key skills and competencies to be demonstrated for the successful completion of a module by students
- Clear statement on the criteria used for the assessment of student work, and an outline of the assessment process, including rights for appeal, requesting extension to the submission date, etc
- Guidelines on the preparation and submission of written assignments, including the writing of dissertations
- Guidelines on oral presentations, including assessment criteria and process, where appropriate
- Guidelines on avoiding plagiarism (and penalties if it is not avoided)
- Information on procedures for making complaints (by students), submitting appeals
- Information on the procedure for selection for the study visit to Bruges
- Itinerary of events in the current academic year

Such documents form the basis of a *de facto* 'learning contract' between students and institutions, making it clear to both sides what their rights and responsibilities are, and setting out the contours of the commitments of both sides (indeed, this could also bring in the commitment of employers). While such a document is important in all circumstances, it acquires particular significance in the context of paid courses – the fee level of €12000, for instance, implies a very large degree of commitment on the part of all concerned. Such a document will be important not only for Russian students, but also as and when recruitment of students begins on an international basis, as foreign students will be able to refer to this with confidence that they have a very clear understanding of what the programme entails.

On a related point – it may be beneficial to introduce an intranet (password protected) documentation store, for use by students and lecturing staff on the programme, to contain all relevant documents in electronic format.

Finally, it would be beneficial to produce an Annual Report of the ESI (ideally in English as well as Russian), summarising all developments and achievements of

the ESI in a particular academic year. This would serve the purpose of keeping all stakeholders informed about developments; and also help to consolidate the ESI's image among outside audiences, including potential students. The annual report could be published on the website, to ensure maximum reach.

**5.1.8 External advisors:** While the Master's programme in ESI does not require external examiners from the foreign partner (as it is not a joint programme, of course), it would be valuable, given the longer-term plans of internationalization, to appoint one or more external advisers, who would be able to monitor standards of work produced by students in the programme, and feedback to ESI on the comparative level of attainment seen in ESI cohorts, compared with those in comparable Master's programmes elsewhere.

On a related point – ideally, some kind of consultation system could be introduced, to allow Master's students to consult foreign specialists, in addition to their own Russian supervisor, when preparing dissertations.

### **Future possible directions for academic programmes**

**5.1.9 Introduction of Generalist Master's Programme:** Should the ESI introduce a Master's programme for general intake students – i.e. recent graduates? From the evidence available, it is not clear that a sufficiently developed plan of action on this point has thus far been made. It is recommended that a substantial piece of market research is conducted to address this question – is there sufficient demand? What fees level could be demanded? Does the ESI currently have the capacity to offer such a programme (which would presumably be full-time, day-time)? How much additional capacity (and therefore resources) would need to be developed in order to facilitate the introduction of this programme? How many students would need to be recruited in order to break even?

On a related point – if the ESI does not move to offering such a programme, is there a risk that its own pool of potential teaching staff will diminish (given the already limited number of experts in the field of European Studies in Russia)?

It is possible that the development of such a programme might involve working in a consortium with other Russian higher-education providers, to ensure coverage of specialist areas, and sustainability of the programme.

**5.1.10 Future of the programme for young officials:** How secure is the funding for the current provision of the Master's programme for junior officials? What contingency plans are there in case funding is cut, and the programme has to move to demanding payment from employers for sending students to the programme (which presumably would lead to a fall in enrolments)?

**5.1.11 Recruitment of international students:** If the ESI is to attempt to recruit international students onto a Master's programme, then the following issues would require more detailed discussion:

- Why would foreign students come to Moscow to study European Studies? (Would ESI have a competitive edge over the range of other institutions, worldwide, offering similar programmes?)
- How would ESI offer cost effectiveness to foreign students – if they can currently receive similar training for lower fees elsewhere, and in cities with a lower cost of living?
- The ESI would need to be able to offer such a programme in English, presumably – this would entail a very considerable outlay of resources. Is this realistic?
- Is there scope for recruiting students onto a Russian-language programme in European Studies (e.g. students from neighbouring states where Russian language competence is of a sufficiently high level)? But in this case, would such students / their institutions be able to afford the fees and living cost expenses? (This is an issue that might be addressed by offering distance learning packages.)

**5.1.12 Target numbers for recruitment:** It is understood that in the original planning discussions regarding the evolution of the ESI academic programme, it was suggested by the MGIMO side that recruitment could rise to 200 students per cohort already from the second year of operation (2007-8). Clearly this has not taken place, and to date lower numbers have been recruited – yet, as has been discussed above, even with these smaller cohort sizes a number of issues have arisen that need urgent attention: retention of students and addressing the drop-out rate; problems concerning the timetabling of the programme; relations with employers and securing the release of students to attend the programme; concerns about the long-term recruitment of teaching staff; question marks over the capacity of the ESI to expand the programme to a full-time, daytime programme recruiting generalist students without significant additional resource allocations.

In the light of these challenges, can an increase to an intake of 200 students per year be realistically aimed for and achieved in the near future? This would seem to be problematic, especially in the context of the recommendations given in this report regarding an increase in small-group teaching capacity (which of course will require additional staffing, space requirements, etc). At the same time, increasing the intake to 200 students, particularly if at least a proportion of these will be fee-paying, will help to consolidate the programme, bring additional revenue, and other associated benefits that come with the expansion of a programme. Clearly these are fundamental issues for the ESI Governing Board to discuss.

## ***5.2 Management and Administrative Aspects***

**5.2.1 Functioning of the Governing Board:** As some members of the Governing Board mentioned themselves during the course of the research, there is a need to revisit the ways in which the Board is organised and functions, in order to ensure that it is able to fulfil its potential. The following measures could be taken:

- As a priority, the Governing Board should revisit the question of defining its own functions and operating procedures, as these are currently the subject of variation of interpretation among Board members
- The Board could meet on a more frequent basis, possibly 4 times per year (perhaps with 1-2 meetings conducted by video-conferencing, in order to control costs). This is in response to comments made by a number of members, who stated that they felt the current level of contact to be insufficient. Whether or not the whole board should meet each time, or an 'executive core' identified who would assume responsibility for key decision-making through more frequent meetings and then report back to the whole board, are issues for the Board to discuss, it is recommended. The timing of a revised schedule could be made in order to coincide with key events in the year of the ESI – e.g. budget decision-making, academic programme development approvals, the defence of theses / graduation period.
- Board members could be assigned specific functions and tasks. This could be by working group, involving for instance 2 Russian and 2 EU members (e.g. on the lines of the group that worked on the issue of recruitment), who would then need to liaise and prepare reports ahead of meetings. This would achieve the result of greater participation and contribution of Group members – but this has implications for the workloads, therefore, of already busy persons in the Group. Possible specialist areas could include: budget and resources; external relations of the ESI (including relations with key stakeholders); academic management.
- Possibly there is a need for establishing periods of appointment / obligatory rotation system for membership

**5.2.2 Consensus formation:** To reiterate once more – the most fundamental task is for the Governing Board to engage in a full and frank discussion of the aims, mission and strategy of the ESI initiative, in order to ensure that a working consensus is achieved with regard to these issues, and that a workable and

reasonable set of criteria is established with regard to the timescales for delivery, and for the evaluation of the activities of the ESI.

**5.2.3 Strategic decision-making and the respective roles of the Governing Board and Academic Council:** The outcome of the discussion on the role of the Governing Board will also have, it is assumed, an impact on the role of the Academic Council. If the Governing Board sets up an 'executive core', and a set of working groups, these will presumably form the basis of a decision-making structure within the GB, which can then liaise with the Academic Council (with the latter acting on the decisions taken by the GB, and implementing them in the ESI). It is assumed that the degree of flexibility with regard to defining the role of the Academic Council is more constrained than that of the Governing Board, since the former needs to abide by the demands and constraints associated with the Russian Federation's Quality Assurance regime – which sets the parameters for the work of such councils.

**5.2.4 A need for additional specialist managerial position?** The question has been raised as to whether the ESI would benefit from the recruitment/appointment of a specialist managerial level member of staff, who would take a lead in matters relating to the 'business development plan' aspect of the ESI initiative, i.e. coordinating / advising on such issues as fund-raising, allocation of resources, liaison with employer institutions. Indeed, such a role would be similar to that now seen in many departments in similar institutions across Europe (which in turn had followed the practice seen in North America). Any decision in the ESI on this front, however, will of course need careful consideration of the allocation of resources, to ensure that the position will 'pay for itself' in terms of benefits accrued.

**5.2.5 Liaison with Employers:** Given the rather low profile of the employer section of the stakeholder community, during the course of this research, and the concerns raised about the commitment of employers to supporting students in their attendance of the Master's programme, it is suggested that a sub-committee of the Governing Board be tasked with forging closer liaison with the range of employers, in order to sensitise them more fully to the mission of the ESI and the

benefits of the programme for their employees, and therefore their institutions. It is suggested that use is made of the alumni network for this purpose, once the network is established – to identify alumni in the various employer institutions, who could act as ‘ambassadors’ for the ESI and its programme.

### ***5.3 Visibility, Networking and Identity***

**5.3.1 Provision of training and research services to broader client base:** Is there a rationale (as was suggested during discussions in the course of the research) for the ESI to provide training, research, consultancy services on a commercial basis to clients in the business sector, as a means of generating additional income / profile rising?

**5.3.2 Website potential:** As discussed in Section 4, there is still a considerable amount of potential still to be developed in the website area, not least with regard to the provision of an English (and perhaps other language(s)) language version of the site. This needs to be prioritised via resource allocation.

**5.3.3 Alumni Network:** While steps are apparently underway towards setting up this network, it should be seen as a key task, as this network will serve as an invaluable recruiting tool for the ESI, as well as being a very useful forum for the graduates themselves. One point of potential concern raised during the research is the current lack of full contact details with alumni held by the ESI – it is recommended that a full and up-to-date database is maintained (presumably in association with the alumni network coordinators). A suggestion was made by one respondent that an alumni website is possibly envisaged – this would be a very positive development.

Given the potential importance of the alumni network for the ESI (and not just for the alumni themselves), it is recommended that a staff member within ESI be allocated the task of liaising with the alumni network, and ensuring ESI support for the network as required (e.g. allowing hosting on the ESI website of a dedicated page; access to facilities for events, etc).

**5.3.4 Visiting Professorships:** There is scope for investigating opportunities to bring foreign senior academics to ESI for extended periods, e.g. under a visiting professorship scheme (say 1-3 months), that would involve a piece of joint research (and publication) with Russian colleagues; and contributions to the teaching programme. Funded either from ESI, or through application to appropriate funding schemes. For foreign professors, the attraction can be the access to key policymakers and institutions that ESI/MGIMO can facilitate.

Ideally, reciprocal arrangements can also be sought with foreign institutions (College of Europe, included) for hosting ESI staff on similar arrangements.

**5.3.5 Joint Projects, Funding Applications:** Further, to build on existing experience of involvement in international projects, ESI could intensify its efforts in the field of developing consortia with partners internationally, for the purpose of submitting joint funding applications (for research and for education).

**5.3.6 Research Culture and Profile:** Clearly the ESI has a very strong research culture – the challenge lies, it is suggested, in finding the optimum means of drawing on this culture and breadth of expertise, in order to help to raise the ESI profile among key constituents. This might be achieved, for instance, through using the vehicle of working papers to provide (in English) accessible discussions of topical policy debates, e.g. energy supplies from Russia to Europe, relations between Russia and neighbouring countries, Russian responses to the global financial crisis, etc, all couched in the context of Russia-EU relations. The goal would be to make this 'mini-site' (part of the overall website) a regular stopping point for researchers, journalists, officials from across Europe (possibly beyond), and of course from within Russia, as a source for gaining informative insights into current debates. The site can of course also include contributions from visiting foreign staff. The site could also usefully publish individual papers from the range of conferences and roundtables organised at the ESI – again, in English and Russian, ideally.



## Appendix 1: Questionnaire and responses, 1st and 2nd year students and graduates of the ESI Master's programme

<u>Statement 1</u>						
<i>The modules and courses of the Programme are well structured; the anticipated learning outcomes are clearly formulated</i>						
Results by cohort	Agree Strongly (2)	Agree (1)	Neither agree nor Disagree (0)	Disagree (-1)	Disagree strongly (-2)	Score
1 <sup>st</sup> year students (08 entry)	19	65	9	2	0	101
2 <sup>nd</sup> year students (07 entry)	14	38	0	2	0	64
Graduates (06 entry)	14	9	0	0	0	37
Combined results	47	112	9	4	0	202

<u>Statement 2</u>						
<i>The standard of teaching by the Russian lecturers is high</i>						
Results by cohort	Agree Strongly (2)	Agree (1)	Neither agree nor Disagree (0)	Disagree (-1)	Disagree strongly (-2)	Score
1 <sup>st</sup> year students (08 entry)	38	53	4	0	0	129
2 <sup>nd</sup> year students (07 entry)	33	18	0	3	0	81
Graduates (06 entry)	16	7	0	0	0	39
Combined results	87	78	4	3	0	249

<b><u>Statement 3</u></b>						
<b><i>The standard of teaching by the foreign visiting lecturers is high</i></b>						
<b>Results by cohort</b>	<b><i>Agree Strongly (2)</i></b>	<b><i>Agree (1)</i></b>	<b><i>Neither agree nor Disagree (0)</i></b>	<b><i>Disagree (-1)</i></b>	<b><i>Disagree strongly (-2)</i></b>	<b>Score</b>
<b>1<sup>st</sup> year students (08 entry)</b>	0	0	95	0	0	
<b>2<sup>nd</sup> year students (07 entry)</b>	13	27	10	4	0	49
<b>Graduates (06 entry)</b>	10	9	1	3	0	26
<b>Combined results (ex 1<sup>st</sup> year)</b>	23	36	11	7	0	75

<b><u>Statement 4</u></b>						
<b><i>The Programme is organised to a high standard</i></b>						
<b>Results by cohort</b>	<b><i>Agree Strongly (2)</i></b>	<b><i>Agree (1)</i></b>	<b><i>Neither agree nor Disagree (0)</i></b>	<b><i>Disagree (-1)</i></b>	<b><i>Disagree strongly (-2)</i></b>	<b>Score</b>
<b>1<sup>st</sup> year students (08 entry)</b>	30	60	4	1	0	121
<b>2<sup>nd</sup> year students (07 entry)</b>	29	23	2	0	0	81
<b>Graduates (06 entry)</b>	18	5	0	0	0	41
<b>Combined results</b>	77	88	6	1	0	241

**Statement 5**

***The time table accommodates the needs of the student body (in terms of convenience for those who work in full-time employment)***

<b>Results by cohort</b>	<b>Agree Strongly (2)</b>	<b>Agree (1)</b>	<b>Neither agree nor Disagree (0)</b>	<b>Disagree (-1)</b>	<b>Disagree strongly (-2)</b>	<b>Score</b>
<b>1<sup>st</sup> year students (08 entry)</b>	13	58	13	10	1	73
<b>2<sup>nd</sup> year students (07 entry)</b>	23	23	4	3	1	64
<b>Graduates (06 entry)</b>	14	4	2	3	0	29
<b>Combined results</b>	50	85	19	16	2	165

**Statement 6**

***The balance between class learning (lectures, seminars) and non-class learning (small groups, distant learning, individual learning) facilitates the achievement of anticipated learning outcomes***

<b>Results by cohort</b>	<b>Agree Strongly (2)</b>	<b>Agree (1)</b>	<b>Neither agree nor Disagree (0)</b>	<b>Disagree (-1)</b>	<b>Disagree strongly (-2)</b>	<b>Score</b>
<b>1<sup>st</sup> year students (08 entry)</b>	25	41	29	0	0	91
<b>2<sup>nd</sup> year students (07 entry)</b>	15	29	9	0	1	57
<b>Graduates (06 entry)</b>	10	10	3	0	0	30
<b>Combined results</b>	50	80	41	0	0	180

<b><u>Statement 7</u></b>						
<b><i>Foreign language training is of a standard appropriate for the programme</i></b>						
<b>Results by cohort</b>	<b><i>Agree Strongly (2)</i></b>	<b><i>Agree (1)</i></b>	<b><i>Neither agree nor Disagree (0)</i></b>	<b><i>Disagree (-1)</i></b>	<b><i>Disagree strongly (-2)</i></b>	<b>Score</b>
<b>1<sup>st</sup> year students (08 entry)</b>	33	41	13	8	0	99
<b>2<sup>nd</sup> year students (07 entry)</b>	23	18	7	5	1	57
<b>Graduates (06 entry)</b>	13	7	1	2	0	31
<b>Combined results</b>	69	66	21	15	1	187

<b><u>Statement 8</u></b>						
<b><i>Research skills training and the Master's dissertation are afforded sufficient attention by the Programme</i></b>						
<b>Results by cohort</b>	<b><i>Agree Strongly (2)</i></b>	<b><i>Agree (1)</i></b>	<b><i>Neither agree nor Disagree (0)</i></b>	<b><i>Disagree (-1)</i></b>	<b><i>Disagree strongly (-2)</i></b>	<b>Score</b>
<b>1<sup>st</sup> year students (08 entry)</b>	17	21	53	4	0	51
<b>2<sup>nd</sup> year students (07 entry)</b>	18	18	11	6	1	46
<b>Graduates (06 entry)</b>	14	6	2	1	0	33
<b>Combined results</b>	49	45	66	11	1	130

**Statement 9**

*The quality of the learning materials (manuals, hand-outs, library, etc.) is of a standard appropriate to the level of the Programme*

<b>Results by cohort</b>	<b>Agree Strongly (2)</b>	<b>Agree (1)</b>	<b>Neither agree nor Disagree (0)</b>	<b>Disagree (-1)</b>	<b>Disagree strongly (-2)</b>	<b>Score</b>
<b>1<sup>st</sup> year students (08 entry)</b>	29	46	17	3	0	101
<b>2<sup>nd</sup> year students (07 entry)</b>	16	32	4	2	0	62
<b>Graduates (06 entry)</b>	13	8	1	1	0	33
<b>Combined results</b>	58	86	22	6	0	196

**Statement 10**

*The knowledge acquired in the course of the Programme is useful and informative*

<b>Results by cohort</b>	<b>Agree Strongly (2)</b>	<b>Agree (1)</b>	<b>Neither agree nor Disagree (0)</b>	<b>Disagree (-1)</b>	<b>Disagree strongly (-2)</b>	<b>Score</b>
<b>1<sup>st</sup> year students (08 entry)</b>	53	32	10	0	0	138
<b>2<sup>nd</sup> year students (07 entry)</b>	33	20	1	0	0	86
<b>Graduates (06 entry)</b>	17	4	2	0	0	38
<b>Combined results</b>	103	56	13	0	0	262

<b><u>Statement 11</u></b>						
<b><i>I have developed useful contacts with other students and lecturers in the course of the Programme</i></b>						
<b>Results by cohort</b>	<b>Agree Strongly (2)</b>	<b>Agree (1)</b>	<b>Neither agree nor Disagree (0)</b>	<b>Disagree (-1)</b>	<b>Disagree strongly (-2)</b>	<b>Score</b>
<b>1<sup>st</sup> year students (08 entry)</b>	26	36	31	2	0	86
<b>2<sup>nd</sup> year students (07 entry)</b>	30	20	4	0	0	80
<b>Graduates (06 entry)</b>	18	5	0	0	0	41
<b>Combined results</b>	74	61	35	2	0	207

<b><u>Statement 12</u></b>						
<b><i>Studying on the Programme has had a positive effect on my career with my current employer</i></b>						
<b>Results by cohort</b>	<b>Agree Strongly (2)</b>	<b>Agree (1)</b>	<b>Neither agree nor Disagree (0)</b>	<b>Disagree (-1)</b>	<b>Disagree strongly (-2)</b>	<b>Score</b>
<b>1<sup>st</sup> year students (08 entry)</b>	30	53	12	0	0	113
<b>2<sup>nd</sup> year students (07 entry)</b>	27	23	3	1	0	76
<b>Graduates (06 entry)</b>	15	7	1	0	0	37
<b>Combined results</b>	72	83	16	1	0	226

<b><u>Statement 13</u></b>						
<b><i>The benefits/payoffs received in the course of the Programme are worth the time, energy and money invested in my education</i></b>						
<b>Results by cohort</b>	<b>Agree Strongly (2)</b>	<b>Agree (1)</b>	<b>Neither agree nor Disagree (0)</b>	<b>Disagree (-1)</b>	<b>Disagree strongly (-2)</b>	<b>Score</b>
<b>1<sup>st</sup> year students (08 entry)</b>	34	38	21	2	0	104
<b>2<sup>nd</sup> year students (07 entry)</b>	25	24	3	2	0	72
<b>Graduates (06 entry)</b>	17	4	2	0	0	38
<b>Combined results</b>	76	66	26	4	0	214

<b><u>Statement 14</u></b>						
<b><i>The Russian and Foreign parts of the Programme successfully complement each other</i></b>						
<b>Results by cohort</b>	<b>Agree Strongly (2)</b>	<b>Agree (1)</b>	<b>Neither agree nor Disagree (0)</b>	<b>Disagree (-1)</b>	<b>Disagree strongly (-2)</b>	<b>Score</b>
<b>1<sup>st</sup> year students (08 entry)</b>	0	0	95	0	0	
<b>2<sup>nd</sup> year students (07 entry)</b>	26	23	5	0	0	75
<b>Graduates (06 entry)</b>	15	8	0	0	0	38
<b>Combined results (ex 1<sup>st</sup> year)</b>	41	31	5	0	0	113

<b>Statement 15</b>						
<i>The award of a Master's Degree from the ESI can open new opportunities for me</i>						
<b>Results by cohort</b>	<b>Agree Strongly (2)</b>	<b>Agree (1)</b>	<b>Neither agree nor Disagree (0)</b>	<b>Disagree (-1)</b>	<b>Disagree strongly (-2)</b>	<b>Score</b>
<b>1<sup>st</sup> year students (08 entry)</b>	45	37	13	0	0	127
<b>2<sup>nd</sup> year students (07 entry)</b>	31	18	5	0	0	80
<b>Graduates (06 entry)</b>	13	8	2	0	0	34
<b>Combined results</b>	89	63	20	0	0	241

<b>Statement 16</b>						
<i>In general, the Programme has met my expectations</i>						
<b>Results by cohort</b>	<b>Agree Strongly (2)</b>	<b>Agree (1)</b>	<b>Neither agree nor Disagree (0)</b>	<b>Disagree (-1)</b>	<b>Disagree strongly (-2)</b>	<b>Score</b>
<b>1<sup>st</sup> year students (08 entry)</b>	33	47	13	2	0	111
<b>2<sup>nd</sup> year students (07 entry)</b>	32	20	1	0	1	82
<b>Graduates (06 entry)</b>	17	6	0	0	0	40
<b>Combined results</b>	82	73	14	2	1	235



## **Appendix 2: Questions For Interviews With Members of the ESI Governing Board**

- Question 1: What, in your opinion, were the motivating factors behind the creation of the European Studies Institute*
- Question 2: What were the benefits that you expected would be gained as the result of the creation of the ESI? Which of these benefits have materialised to date and which have not yet to materialise?*
- Question 3: What are the major costs associated with running of this project?*
- Question 4: What have been the major challenges and obstacles faced in the development of the programme? How have these been tackled?*
- Question 5: What are the critical success factors that will enable this project to survive and gain a competitive edge, to what extent are these factors in place?*
- Question 6: What does the experience to date of the various stakeholder partners involved in this programme show, with regard to the principles and technical issues connected with running a successful collaborative project of this nature?*
- Question 7: How effective do you believe the existing arrangement of the management structure to be? Would you suggest any changes be introduced? If so, which, and why?*
- Question 8: How sustainable do you believe the programme to be? What nature of challenges do you predict for the future of the programme? How do you believe the programme management can ensure that such challenges are addressed effectively?*

## Appendix 3: Questionnaire and questions for teaching staff of ESI

1) How would you evaluate your personal experience of teaching on this programme?

Very positive	Positive	No opinion/indifferent	Somewhat negative	Negative
3	13	1		

2) To what extent did you feel that you were adequately prepared (on the basis of existing experience or training provided in ESI) for starting to teach on this programme?

Fully prepared	Quite prepared	No opinion	Somewhat unprepared	Completely unprepared
1	14	2		

3) To what extent did you need to adapt your approach to teaching (i.e. methods) in the delivery of this course, in comparison with your standard teaching approach?

Extensively adapt	Adapt somewhat	No adaptation
6	9	2

4) Did you need to devise a new set of curricular materials, or did you use existing materials that you have used in other programmes?

Exclusively new material	Combination of new and existing material	Existing material only
5	10	2

5) How adequate was the support provided to you as a teacher by the ESI during the course of your teaching duties?

Extremely adequate	Adequate	No opinion	Somewhat inadequate	Very inadequate
4	12	1		

6) How adequate was the level of teaching resources provided to you as a teacher by the ESI during the course of your duties?

Extremely adequate	Adequate	No opinion	Somewhat inadequate	Very inadequate
8	9			

## Appendix 4: Select Reference Literature and Recommended Internet Sources

### Select Reference Literature

A. Amaral, G. Jones and B. Karseth, *Governing Higher Education: National Perspectives on Institutional Governance*, Springer, 2002

L. Boxer, 'Discourses of change ownership in higher education', *Quality Assurance in Education*, Volume 13, Number 4, 2005, pp. 344-352

C. Campbell and M. van der Wende, *International Initiatives and Trends in Quality Assurance for European Higher Education: Exploratory Trend Report*, The European Network for Quality Assurance in Higher Education, Helsinki: Monila, 2000

J. Enders, 'Higher education, internationalisation, and the nation-state: Recent developments and challenges to governance theory', *Higher Education*, Volume 47, Number 3, 2004, pp. 361-382

R. Foskett, 'Collaborative partnership between HE and employers: a study of workforce development', *Journal of Further and Higher Education*, Volume 29, Number 3, 2005 , pp. 251-264

M. Fullan, *The New Meaning of Educational Change*, London: Routledge, 4<sup>th</sup> edition, 2007

*Guidelines for Quality Provision in Cross-border Higher Education*, Centre for Educational Research and Innovation, OECD Education & Skills, Number 9, September 2007 , pp. 217-234

I. Gvaramadze, 'From Quality Assurance to Quality Enhancement in the European Higher Education Area', *European Journal of Education*, Volume 43, Number 4, December 2008, pp. 443-455

A. Jakobi, A. Rusconi, 'Lifelong learning in the Bologna process: European developments in higher education', *Compare*, Volume 39, Number 1, 2009, pp. 51-65

J. McDaniel, C. Miskel, 'Stakeholder Saliency: Business and Educational Policy', *The Teachers College Record*, Volume 104, Number 2, March 2002, pp. 325-356

J. Moore, 'Seven recommendations for creating sustainability education at the university level: A guide for change agents', *International Journal of Sustainability in Higher Education*, Volume 6, Number 4, 2005 , pp. 326-339

P. Redding, 'The evolving interpretations of customers in higher education: empowering the elusive', *International Journal of Consumer Studies*, Volume 29, Number 5, September 2005 , pp. 409-417

H. de Wit, *Quality and Internationalisation in Higher Education*, Organisation for Economic Co-operation and Development, Programme on Institutional Management in Higher Education, OECD Publishing, 1999

### **Recommended Internet Sources**

Bologna Process, London Communiqué

<http://www.dfes.gov.uk/bologna/>

A Framework of Qualifications for The European Higher Education Area (EQF-EHEA)

<http://www.bologna-bergen2005.no>

Towards a European Qualifications Framework for Lifelong Learning (EQF-LLL)

[http://europa.eu.int/comm/education/policies/2010/consultations\\_en.html](http://europa.eu.int/comm/education/policies/2010/consultations_en.html)

Dublin Descriptors

<http://www.jointquality.org>

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

<http://www.enqa.eu/pubs/esg.lasso>

Learning Outcomes

*Results from the Bologna seminar in Edinburgh, 1./2.07.2004*

<http://www.bologna-bergen2005.no/EN/Bol sem/Seminars/040701 - 02Edinburgh.HTM>

*Background report by Stephen Adam:*

<http://www.scotland.gov.uk/Resource/Doc/25725/0028779.pdf>

Tuning Educational Structures in Europe

<http://www.relint.deusto.es/TUNINGProject/index.htm>

Criteria for Academic Bachelor's and Master's Curricula

[http://w3.tm.tue.nl/uploads/media/AC\\_ENG\\_web.pdf](http://w3.tm.tue.nl/uploads/media/AC_ENG_web.pdf)

Transnational European Evaluation Project TEEP

<http://www.enqa.net/files/TEEPmethod.pdf>

Project details:

<http://www.enqa.net/projectitem.lasso?id=34837&cont=projDetail>

CHEA, Statement of Mutual Responsibilities for Student Learning Outcomes:  
Accreditation, Institutions, and Programs

<http://www.chea.org/pdf/StmntStudentLearningOutcomes9-03.pdf>

OECD Definition and selection of Key Competencies

<http://www.portal-stat.admin.ch/deseco/news.htm>

ABET, Assessment planning

Gloria Rogers, Assessment Planning Flow Chart©, interactive CD-ROM, 2004,

ABET <http://www.abet.org/assessment.shtml>