

Tuning

Russia

**Reference Points
for the Design and
Delivery of Degree
Programmes in
Management**



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2013
University of Deusto
Bilbao

Reference Points for the Design and Delivery of Degree Programmes in Management

Reference Points are non-prescriptive indicators and general recommendations that aim to support the design, delivery and articulation of degree programmes in Management. The document has been developed by subject area group, including experts from Russian and European universities, in consultation with different stakeholders (academics, employers, students and graduates).

This publication has been prepared within Tuning Russia project 51113S-TEMPUS-I-2010-1-ES-TEMPUS-JPCR. This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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Design: © LIT Images

© Deusto University Press
P. Box 1 - 48080 Bilbao
e-mail: publicaciones@deusto.es

ISBN: 978-84-15772-28-6

Legal deposit: BI - 1.807-2013

Printed in Spain

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Preface

Tuning started as a project in 2000, initiated by higher education institutions and their academics, and strongly supported morally and financially by the European Commission. Over time Tuning has moved beyond the EU and gradually transformed itself into a global methodological system covering educational sectors in many regions of the world.

Androulla Vassiliou, the European Commissioner for Education, Culture, Multilingualism and Youth, underlined when closing the “Tuning in the World: New Degree Profiles for New Societies” Conference in Brussels on 21 November 2012, that whilst Tuning started as an attempt to solve a strictly European problem, it has become a methodology that can be adapted to different higher education structures in very different cultural contexts and that the commitment of the universities, the associations and the national authorities involved is key to the continuing success of this initiative.

The Tuning Russia project has been designed as an independent university-driven project with contributions of university staff members from different countries. The Tuning Russia project reflects the idea that universities do not look for the harmonisation of their degree programmes or any sort of unified, prescriptive or definitive curricula; but, simply for points of convergence and common understanding. The protection of the rich diversity of education has been paramount in the Tuning project from the very start and the Tuning Russia project in no way seeks to restrict the independence of academic and subject specialists, or damage local and national academic authorities. The objectives are completely different. Tuning looks for common reference points. The Reference points are

non-prescriptive indicators that aim to support the articulation of degree programmes.

The publication of the “Tuning Russia Reference Points” series became a reality due to collective work of Subject Area Groups and project teams at participating European and Russian universities, their academic and administrative personnel to whom we would like to express our sincere gratitude. We stress our deep appreciation to all European and Russian experts who have made a significant contribution to the development of reference points for the design and delivery of degree programmes in various subject areas.

The Tuning process in Russia has been supported by the National Tempus Office in the Russian Federation from the very beginning of the project. Our special thanks go to Director Olga Oleynikova, whose support and recommendations were invaluable during the implementation of the project. The project and this publication would not have been possible without the coordination and recommendations of Tuning General Co-ordinators Julia González and Robert Wagenaar.

We hope that readers will find this book both useful and interesting.

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1

General Introduction

The convergence of national educational systems within the EU is an important milestone in the global development of modern higher education in the 21st century. The day when the Bologna Declaration¹ was signed (19 June 1999), is considered the official starting point of the harmonization process of higher education systems within Europe, a process whose end aim consists in the creation of the European Higher Education Area (EHEA). Russia joined the Bologna process in September 2003 at the Berlin Conference of European Ministers in charge of Higher Education.

Signing the Bologna Declaration has led to a series of reforms in the educational systems of the majority of European countries. For higher education institutions (HEIs) these reforms consist in tuning basic teaching programmes in terms of both the structure and the outcomes of degrees. A prominent role should be given to the graduate and degree profiles so that they meet the needs of both the labour market and society, as well as to the specific tasks an academic community has to solve. Therefore, it is particularly important to express all the various educational levels in terms of competences and learning outcomes.

1.1. The contribution of universities to the Bologna Process and Tuning

It is well known that the Tuning Project —“Tuning educational structures”— has developed within the broader context of continuous

¹ The Bologna Declaration on the European space for higher education. <http://ec.europa.eu/education/policies/educ/bologna/bologna.pdf>

reforms of European higher education systems, when society at large has been undergoing rapid changes. The name Tuning was chosen for the project to reflect the idea that universities do not look for uniformity in their degree programmes or any sort of unified, prescriptive or definitive European curricula but simply for points of reference, convergence and common understanding. The protection of the rich diversity of European education has been paramount in the Tuning Project from the very start and the project in no way seeks to restrict the independence of academic and subject specialists, or undermine local and national academic authority.

Tuning Educational Structures in Europe² started in 2000 as a project to link the political objectives of the Bologna Process and at a later stage the Lisbon Strategy to the higher educational sector. Over time, Tuning has developed into a Process, an approach to (re-) design, develop, implement, evaluate and enhance quality first, second and third cycle degree programmes. The Tuning Project and its methodology constitute one of the academic tools for creating the EHEA. The need for compatible, comparable and competitive higher education in Europe reflects the students' requirements. As student mobility increases, so does the demand for reliable and objective information on the degrees offered by different HEIs. Apart from this, employers both within and outside Europe require reliable information on qualifications awarded and on what these qualifications mean in practice and in the labour market context. Therefore, the process of creating national qualification frameworks is inseparable from the EHEA development process.

Tuning aims to meet the needs of educational institutions and structures and to offer a concrete approach to implementing the Bologna Process at the level of higher education institutions and subject areas. The Tuning approach proposes a methodology to (re-) design, develop, implement and evaluate study programmes for each of the higher education cycles. Furthermore, Tuning serves as a platform for developing reference points at subject area level. These are relevant to making study programmes comparable, compatible and transparent. The agreed-upon reference points for subject areas and their degree programmes are expressed in terms of competences and learning outcomes.

Tuning in general has emerged from the understanding that the Bologna Process is about universities, their students, academic and non-academic

² Tuning Educational Structures in Europe. <http://www.unideusto.org/tuningeu/>

staff. It is they, with all their knowledge and experience, who should be deciding upon higher education innovation strategies. Tuning is a university-driven project and movement, which came into being as a reaction of HEIs to new challenges and new opportunities that emerged within the process of European integration and the creation of the EHEA.

1.2. Tuning in Russia

The Tuning methodology, which allowed European Universities to cooperate successfully and coordinate their activities aimed at creating unified educational cycles, uniform requirements for the structure of programmes, the development of common approaches to comparison and the assessment of learning outcomes, has become a “road map” for the Bologna process. Developed within the framework of the “Tuning educational programmes in European universities” project, the Tuning methodology as a universal tool for modernizing curricula in the context of achieving professional competences, has today gone beyond the borders of the EU and has acquired international significance. Universities in different countries and continents in expanding cooperation have increasingly resorted to using it to build joint programmes involving academic mobility, integrated education, introduction of a credit system, the exchange of educational modules and the mutual recognition of qualifications.

Russian Universities are also mastering the principles of the Tuning methodology through incorporating generic and subject specific competence descriptions into educational planning at the level of full degrees and individual degree components. Upon the implementation of the third-generation Federal State Educational Standards³ based on principles compatible with the Tuning methodology – namely, making use of a credit-modular system, increasing the variety and number of elective courses, placing more emphasis on quality, taking into account professional qualification requirements, etc. – the interest in actively using the Tuning methodology to design educational programmes in different areas has increased significantly.

The first Russian HEIs that supported the need to develop the Tuning methodology were the Higher School of Economics, People’s Friendship University of Russia and the Tomsk State University. In 2006-2008, within

³ Federal State Educational Standards. <http://xn--80abucjiibhv9a.xn--p1ai/документы/336>

the framework of the “Tuning educational programmes in Russian universities”⁴ TEMPUS project, these three centres designed bachelor and master degree programmes in the areas of «European Studies» and «Applied Mathematics».

The next step in the promotion of competence-oriented techniques within the system of higher education in Russia was the participation of Moscow State University, the Russian State University for the Humanities, St. Petersburg State University and Chelyabinsk State University along with the EU partners (2007-2008) in the “Russian Tuning-ECTS based model for the Implementation of the Bologna Process in Human Sciences” (RHUSTE)⁵ TEMPUS project. Lists of generic and subject-specific competences and Bachelor’s and Master’s degree programmes in the areas of *History* and *Cultural Studies* were an outcome of that project. The experience of the reform of higher education in Russia in accordance with the principles of the Bologna process was summed up; Tuning methodology was analysed and recommendations on its implementation within the framework of Russian higher education system were advanced.

The “Tuning Russia”⁶ project (TEMPUS, 2010-2013), which has brought together four EU universities (the project coordinator - University of Deusto, Bilbao, Spain; University of Groningen, Groningen, Netherlands; Trinity College Dublin, Dublin, Ireland; University of Padua, Padua, Italy), 13 Russian Universities (Astrakhan State University; Don State Technical University; Moscow State Academy of Business Administration; Moscow State Oblast (Region) University; Lomonosov Moscow State University; Moscow State University of Railway Engineering; N.I. Lobachevsky State University of Nizhni Novgorod; Yaroslav-the-Wise Novgorod State University; Russian State University for the Humanities; North Caucasus Federal University; Tver State University; Lev Tolstoy Tula State Pedagogical University; Udmurt State University) and the Association of the Classical Universities of Russia, tries to institutionalise the use of the Tuning methodology in the Russian Federation’s educational practice. Its aim is to create a network of Tuning Centres in Russia and to develop a common list of generic and subject-specific competences which will be used later

⁴ Tuning educational programs in Russian universities. <http://www.hse.ru/org/hse/lori/pr15>

⁵ Russian Tuning-ECTS based model for the Implementation of the Bologna Process in Human Sciences (RHUSTE) <http://ru-ects.csu.ru/>

⁶ Tuning Russia. <http://tuningrussia.org/>

on in the process of structuring and describing higher education degree programmes of all levels in the following subject areas: Ecology, Economics and Management, Education, Environmental Engineering, Information and Communication Technologies, Languages, Law, Social Work, and Tourism.

This book contains the key general findings of the Subject Area Group within the Tuning Russia project. These reflect in synthesis the consensus reached by the group members and international experts on the subjects mentioned above. We hope and believe that the material contained in this book will be very useful for all higher education institutions wishing to implement the Bologna Process, and that it will help them to find and use the most suitable tools for adapting or creating higher education programmes in order to respond to the needs of today's society.

Julia González and Robert Wagenaar
Tuning General Co-Coordinator

2

Introduction to the subject area Management

2.1. Definition of the subject area

Management is a broad process that takes place in all sectors of an economy and in organisations of all shapes and sizes. The main function of a manager is to plan, organise, control and co-ordinate activities and available resources—including people—to achieve an organisation's goals and objectives. Management also contains features of forecasting, optimisation/continuous improvement, innovation, the management of change and quality.

Although management is generic in nature, the context in which management takes place—wider society, sector, organisation or discipline—has a specific influence on the nature of management and the skills and knowledge required.

As was noted above, management characterises the process of leading and directing all or part of an organization, often a business, through the deployment and manipulation of resources (human, financial, material, intellectual or intangible).

In summary, therefore, management is the organizational process that includes:

- strategic planning,
- setting objectives,

- managing resources,
- deploying the human and financial assets needed to achieve objectives,
- measuring results, and —if necessary— taking corrective action.

Management also includes recording and storing facts and information for later use or for others within the organization. But management functions are not limited to managers and supervisors. Every member of an organization has some management and reporting functions as part of their job.

2.1.1. Subject as a scientific discipline

Management - is a complex multi-faceted science based on scientific rated approaches, experience and art. By effective management a person or a company must be able to achieve the goals, using labour, intelligence and motives of human behaviour.

The scientific approach is necessary because each operated system has its own properties and parameters and to describe their interactions we need analysis, planning, forecasting, decision-making, etc. These processes require the use of the foundations of many sciences: economics, economics of organizations (enterprises), mathematics, sociology, psychology, and many others.

2.1.2. Subject as a profession

In for-profit work, management has as its primary function the satisfaction of a range of stakeholders. This typically involves making a profit (for the shareholders), creating valued products at a reasonable cost (for customers) and providing rewarding employment opportunities (for employees). In non-profit management, add the importance of keeping the faith of donors. In most models of management/governance, shareholders vote for the board of directors, and the board then hires senior management. Some organizations have experimented with other methods (such as employee-voting models) of selecting or reviewing managers; but this occurs only very rarely.

Modern management of a company can be divided into separate functions, which are concentrated in two main groups:

1. general management (goal setting, organizing, forecasting, planning, coordinating, managing, monitoring, recording and analysis);
2. specific areas of management (functional areas): production, marketing, research and development, human resources, finance, logistics, etc.

Accordingly, those functional areas produce a number of functional subsystems of management: production, innovation, HR, marketing, logistics, finance and investments.

2.2. The relationship of the subject area with other degree programmes

Educational programmes in Management are based on the knowledge, skills and experience to be acquired by students in the study of humanities (psychology, sociology), and socio-economic disciplines (economics, economics of organizations, consumer behaviour etc.).

However the course of management in a miscellaneous volume enters into the programme of the opening-up of a series of other subject areas: from economics both management (microeconomics, macroeconomics, law, labour economics, etc.) and social sciences, up to humanitarian and natural sciences. This course is an integral part of the basic training plan at both the undergraduate and at the graduate level.

In Russia, undergraduate and graduate qualifications in management are offered. A bachelor's degree in any field is a prerequisite for a graduate programme in Management.

3

Qualifications in Management

The typical degrees offered within this subject area in the Russian Federation are presented in Table 1.

Table 1
The typical degrees offered in Management

| Cycle | Degrees | Qualification awarded | ECTS credits |
|-----------------------|--|-----------------------|--------------|
| 1 st cycle | Management. Possible specializations: <ul style="list-style-type: none">• Management of the organization• International Management• State and municipal management• Logistics/distribution management• Marketing management• Production management• Project management• Management of human resources• Management and financial accounting• Financial management | Bachelor | 240 |

| Cycle | Degrees | Qualification awarded | ECTS credits |
|-----------------------|--|-----------------------|--------------|
| 2 nd cycle | Management. Possible specializations: <ul style="list-style-type: none"> • General and strategic management of the organization • International Management • State and municipal management • Logistics/distribution management • Marketing management • Production management • Project management • Management of human resources • Management and financial accounting • Financial management • Information Management • Innovation Management | Master | 120 |

In this subject area additional educational programs may be implemented: for example, "Marketing", "International Management and the WTO", "Management in Education", "Innovation Management", "Enterprise management system: analysis, planning and control activities", "Modern methods and tools of quality management in different areas", etc.

The duration of programmes can be from 44 to 512 academic hours.

4

Typical occupations of the graduates in Management

Undergraduate Programme: Bachelor's Degree

Spheres of professional activity include:

- any type of organization (profit, non-profit, governmental, municipal) where the graduates work as supervisors or managers of the lower level at various departments (usually offer a period of induction and training).
- governmental bodies and municipal authorities;
- entrepreneurial start-up firms.

Graduates with a Management Degree may consider a range of different career options in several areas, including for example:

- Marketing.
- Human Resources.
- Operations & Technology Management.
- Management Consultancy.
- Entrepreneurship.
- Finance.
- Logistics.
- Post-Graduate Education.
- Academic Positions.

Possible positions:

For example, line managers of the company, foremen and supervisors with:

- strictly limited responsibilities;
- limited decision-making and budget responsibilities;
- responsible for accomplishing desired goals and objectives using available resources efficiently and effectively;
- responsible for planning and allocating tasks and jobs to employees within a team or a working group, colleagues or contractors.

Postgraduate Programme: Master's Degree

Spheres of professional activity include:

- any type of organizations (profit, non-profit, governmental, municipal), where postgraduates might work as executives or managers in various departments;
- bodies of governmental or municipal authorities;
- entrepreneurial start-up firms;
- research and development;
- higher educational institutions and extra qualifications programmes.

Types of labour activity:

- planning and organizing;
- analytical;
- R&D;
- teaching.

Possible positions:

For Example, Middle Level Managers responsible for:

- assigning tasks and jobs to all employees concerned;
- achieving desired goals and objectives using available resources efficiently and effectively;

- outlining the policy concerning responsibilities of a particular manager;
- implementing control over limited financial budgets;
- contributing to more widespread activities, such as change programmes and hiring individuals.

5

Competences

5.1. Definition of competences and learning outcomes

The introduction of a two or three cycle system makes it necessary to revise all existing study programmes which are not based on the concept of cycles. In practice these programmes have to be redesigned because in a cycle system each cycle should be seen as an entity in itself. Each cycle should not only give access to the following cycle but also to the labour market. This demonstrates the relevance of using the concept of competences as a basis for learning outcomes.

Tuning makes the distinction between learning outcomes and competences in order to distinguish the different roles of the most relevant players: academic staff and students/learners. Expected learning outcomes of a process of learning are formulated by the academic staff, on the basis of input from internal and external stakeholders and academic judgement, preferably involving student representatives during the process. Competences are developed during the process of learning by the student/learner.

Competences are defined in Tuning as a dynamic combination of knowledge, understanding, skills and abilities. Fostering competences is the object of educational programmes. Competences will be formed in various course units and assessed at different stages. As a rule, competences cannot be fully developed within one particular discipline. Competences are normally developed in an integrated and cyclical manner throughout a programme, sensitive not only to the content of learning but to the teaching format and methodology. Yet, in some systems (e.g. in a modular system) it is also feasible to develop a certain subject specific competence during one module focused on this particular competence. To make levels

of learning comparable, the cycle (level) descriptors are developed for specific subject areas and are also expressed in terms of competences.

Learning outcomes are statements of what a learner is expected to know, understand and be able to demonstrate after the completion of a learning experience. According to Tuning, learning outcomes are demonstrated by the students and can be assessed. They can refer to a single course unit or module or else to a period of studies, for example, a first, a second and a third cycle programme. Learning outcomes specify the requirements for the award of a credit. Learning outcomes and assessment criteria together determine the credit allocation requirements, while a grade is given on the basis of students' achievements, which might be above or below the credit-allocation benchmark.

The *Tuning Russia* project defines "learning outcomes" as measurable and assessable competence "components" which are formulated by the teaching staff. Students are expected to be able to reach and demonstrate these learning outcomes at the end of an educational programme or a component of an education programme. Learning outcomes are described with active verbs (be able to do/demonstrate/will have completed...). To reiterate, learning outcomes may belong to a whole programme or to a programme element (unit). Learning outcomes can also belong to one particular thematic (didactic) discipline unit (module). Statements of learning outcomes form the basis for workload calculation and, therefore, for ECTS credit allocation between structural units of a degree programme. It is necessary to achieve the intended learning outcomes in order to be awarded the corresponding number of ECTS credits.

Competences are divided into generic and subject specific. Although Tuning fully recognises the importance of subject specific competences, it has been found that considerable time and effort should be devoted to developing generic competences. Competences described by the *Tuning Russia* project should be used as *reference points* by programme developers but are not meant to be interpreted as prescriptive. In other words, programme development flexibility and autonomy is preserved, while a common language for formulating programme aims and objectives is made available.

The use of learning outcomes allows for much more flexibility than is the case in more traditionally designed study programmes based only on the acquisition of knowledge, because they show that different pathways can lead to comparable outcomes; outcomes which can be much more easily

recognized as part of another programme or as the basis for entrance to a higher cycle programme. Their use fully respects the autonomy of other institutions as well as other educational cultures. Therefore this approach allows for diversity, not only in a global, European, national or institutional framework, but also in the context of a single programme.

5.2. List of competences

5.2.1. *Selecting competences in accordance with the Tuning methodology*

Introducing a more student-centred approach means that the focus is shifted from the educational process to learning outcomes, that the learner's and the teacher's roles change and that the learner becomes the centre of attention. It also becomes crucial to check constantly what generic and specific competences are required by society. Therefore, consultations with different stakeholders need to be conducted and lists of competences considered relevant should be regularly revised. Since the language of competences has come from outside the world of education, it best suits the need for consultation by allowing easy dialogue with stakeholders not involved directly in academic activity. The competence discourse permits the design of new degrees and the elaboration of mechanisms for improving those degrees that already exist.

Accordingly, within the *Tuning Russia* project a consultation process including employers, graduates and academic staff/faculty was organised in order to identify the most important generic and subject-specific competences that might be the focus for different degree programmes. As a result, lists of generic and subject-specific competences for the selected subject areas have been produced (cf. 5.2.2 and 5.2.3).

Consultation on generic and subject-specific competences was carried out with a questionnaire. The aims were to:

- initiate general debate in all Russian subject area groups on competences based on consultations carried out with the different stakeholders: employers, students, graduates and academics;
- collect up-to-date information in order to get a snapshot of the current situation in Russia and possibly to detect current tendencies and changes;

- based on this information, evaluate the difference or similarity of the perspectives of different stakeholder, using precise language comprehensible to all parts involved;
- limit the topic of debate to three different levels: the institutional (the basic and first level of discussion), the level of subject areas (reference points for HEIs) and the generalised level (related to the general situation in Russia);
- compare the results with data obtained through similar consultations carried out in Europe and other countries, in order to determine any possible common tendencies and/or regional and/or subject-area peculiarities.

Respondents were asked 1) to indicate the level of importance and development of a competence and 2) to rank the five most important competences. For each competence, a person filling out the questionnaire had to indicate (1) the level of its importance for (future) professional work and (2) the level up to which this competence was deemed to be developed within a particular degree programme already in place. A four-point scale was used with 1 being equal to “zero” importance/development level and 4 being equal to “high” importance/development level.

The lists of generic and subject-specific competences were drawn up by each *Tuning Russia* Subject Area Group (SAG) in the following way:

- a) The Russian labour market and Russian Federation Professional Standards for the occupational area were analysed;
- b) The requirements for the basic outputs of Bachelor and Master degrees stipulated in Russian Federation State Educational Standards were analysed;
- c) Existing international professional standards for the occupational area were analysed;
- d) *Tuning Europe* procedures for selecting generic and subject-specific competences were analysed and adapted;
- e) Russian and EU experts were consulted;
- f) Initial lists of generic competences suggested by the various Subject Area Groups in the project (SAGs) were discussed and the common core within the lists was identified;
- g) Russian academics, employers, students and graduates were consulted about the resulting lists of generic and subject-specific competences;

- h) Finally, lists of generic and subject-specific competences were compiled after analysing the results of the stakeholder-consultation process.

The list of generic competences comprises 30 items (section 5.2.2) and separate lists of subject-specific competences have been developed for nine subject areas: Ecology, Economics and Management, Education, Environmental Engineering, Information and Communication Technologies, Languages, Law, Social Work, and Tourism (section 5.2.3). Lists of subject-specific competences can be consulted in separate publications (like this one) – Reference Points – prepared by the SAGs on the basis of discussions in groups, thematic and subject networks and professional communities. These lists account for the results of the consultations with all the stakeholders. Since every subject area has its own peculiarities, each group used slightly different approaches. Nonetheless, in order to obtain comparable results, a basic common procedure was used by all SAGs. In each case, the list was drawn after a consensus had been reached in the group discussion and after studying the ways the subject degrees are organised in the different regions of Russia and in other countries. It should be borne in mind that the resulting documents may still be amplified and amended.

The use of learning outcomes and competences is necessary in order to make study programmes and their course units or modules student centred/output oriented. This approach requires that the key knowledge and skills that a student needs to achieve during the learning process determine the content of the study programme. Competences and learning outcomes, in turn, focus on the requirements both of the discipline and of society in terms of preparing for citizenship and employability.

In an output-based study programme the main emphasis lies on the degree or qualification profile. This profile is determined by the academic staff and endorsed by the responsible authorities. The profile should be based on an identified and recognized need by society. Although every programme profile is unique and based on the judgements and decisions of the academic staff, the academics have to take into account specific features which are seen as being crucial for the subject area concerned. In the *Tuning Russia* project, the academics identified specific features of their own subject area. These are reflected in so-called meta-profiles, which are, in turn, based on the lists of generic and subject specific competences for each subject area (section 5.2.4).

5.2.2. Generic competences

One of the main aims of the *Tuning Russia* project has been that of compiling a unified list of generic competences relevant to degrees in many subject areas. In order to determine which generic competences appeared to be the most important ones, broad consultations have been carried out with graduates, students, employers and academics as outlined above. In order to identify the list of competences to be used as the basis of the wider consultation, the following process was carried out by the participants in the Tuning Russia project.

1. The Russian members of each SAG drew up initial lists of the generic competences.
2. The lists were discussed within each SAG including consultation with EU experts, and were amended if this was deemed necessary.
3. The lists proposed by the SAGs were compared, and the following categories of competences were distinguished: the common core of generic competences selected by all SAGs; competences selected by the majority of SAGs; those selected only by some SAGs; and those selected by only one SAG.
4. The list of 30 generic competences was agreed and its Russian and English versions were established in order to be used during the consultation process.
5. Students, employers, graduates and academics were consulted.
6. The questionnaires were analysed and the final list of generic competences, common for all SAGs was drawn. The results were discussed by all SAGs.

The final list comprises the following 30 competences:

Table 2
Generic competences

| Competence code | Competence |
|-----------------|---|
| GC 1 | Ability for abstract thinking, analysis and synthesis |
| GC 2 | Ability to work in a team |
| GC 3 | Capacity to generate new ideas (Creativity) |

| Competence code | Competence |
|-----------------|---|
| GC 4 | Ability to identify, pose and resolve problems |
| GC 5 | Ability to design and manage projects |
| GC 6 | Ability to apply knowledge in practical situations |
| GC 7 | Ability to communicate in a second language |
| GC 8 | Skills in the use of information and communication technologies |
| GC 9 | Capacity to learn and stay up-to-date with learning |
| GC 10 | Ability to communicate both orally and in written form in the native language |
| GC 11 | Ability to work autonomously |
| GC 12 | Ability to make reasoned decisions |
| GC 13 | Ability for critical thinking |
| GC 14 | Appreciation of and respect for diversity and multiculturality |
| GC 15 | Ability to act with social responsibility and civic awareness |
| GC 16 | Ability to act on the basis of ethical reasoning |
| GC 17 | Commitment to the conservation of the environment |
| GC 18 | Ability to communicate with non-experts of one's field |
| GC 19 | Ability to plan and manage time |
| GC 20 | Ability to evaluate and maintain the quality of work produced |
| GC 21 | Ability to be critical and self-critical |
| GC 22 | Ability to search for, process and analyse information from a variety of sources |
| GC 23 | Commitment to safety |
| GC 24 | Interpersonal and interactional skills |
| GC 25 | Ability to undertake research at an appropriate level |
| GC 26 | Knowledge and understanding of the subject area and understanding of the profession |
| GC 27 | Ability to resolve conflicts and negotiate |
| GC 28 | Ability to focus on quality |
| GC 29 | Ability to focus on results |
| GC 30 | Ability to innovate |

Following a survey held among stakeholders (employers, alumni, students, academics) and discussion in the subject area group (SAG) of the project the following generic competences were identified as being important for managers:

Table 3
Generic competencies important in Management

| Competence code | Competence |
|-----------------|---|
| GC 1 | Ability to apply knowledge in practical situations |
| GC 2 | Ability to identify, pose and resolve problems |
| GC 3 | Ability to make reasoned decisions |
| GC 4 | Knowledge and understanding of the subject area and understanding of the profession |
| GC 5 | Ability to focus on results |
| GC 6 | Capacity to learn and stay up-to-date with learning |
| GC 7 | Ability to search for, process and analyse information from a variety of sources |
| GC 8 | Ability to work in a team |
| GC 9 | Ability to plan and manage time |

5.2.3. Subject specific competences

During the project the following were analysed: Russian and foreign educational programmes, professional standards, and other regulatory documents and consultations were held with experts, representatives of the business community and members of the subject group. Based on this work, a list of competencies was formulated, on which, subsequently, employers, graduates, students and academics were interviewed.

The following competencies have been noted by experts as important as regulatory requirements for graduates of Bachelor and Master Degrees in

“Management” by performance of activities in the following functional areas: self-organization, to provide guidance, support change and innovation, human resources, management of resources, achievement of results.

In this case, the development of competences at bachelor and master levels can be different and some competences may not be developed at some levels.

The subject-specific competences for the subject area “Foreign Languages” are:

- SC 1. Capacity to use the appropriate instruments for business environment analysis (i.e. industry analysis, market analysis, PESTL).
- SC 2. Capacity to define criteria according to which an enterprise is defined and link the results with the analysis of the environment to identify perspectives (i.e. SWOT, internal and external value chain).
- SC 3. Capacity to Identify and analyse the impact of macro- and micro economic elements on business organisations (i.e. financial and monetary systems, internal markets).
- SC 4. Identify the functional areas of an organisation and their relations (i.e. purchasing, production, logistics, marketing, finance, human resource).
- SC 5. Capacity to Identify and analyse the constitutional characteristics of an organisation (i.e. goals and objectives, ownership, size, structure).
- SC 6. Ability to read, understand and analyse financial reports within field of work.
- SC 7. Capacity to provide company and projects with strategy recommendations using relevant tools.
- SC 8. Ability to manage resources according to objectives and actions planned.
- SC 9. Ability to use appropriate project management tools in decision making.
- SC 10. Ability to provide value chain with supply chain sustainable processes support.
- SC 11. Ability to consciously choose how to respond to any situation.
- SC 12. Capacity to identify, investigate and use actual “web” ICT tools.
- SC 13. Ability to teach management disciplines and develop educational programmes and training materials for them.

5.2.4. Meta-profile

A meta-profile reflects the structure and interrelation of competences that characterise a particular subject area. Meta-profiles are used for reference, depict mental models and should demonstrate the variety of possible and existing degree profiles within a particular subject area. Meta-profiles are determined by analysing stakeholder-consultation results through re-categorising the competence list. Such re-categorisation can be done differently in different subject areas and should reflect the subject area unique characteristics.

5.2.4.1. Meta-competences

Following the analysis of the main types of tasks and professional activities of graduates and by grouping some competence of the lists (the survey) following key competencies of managers could be suggested:

1. Team leadership.
2. Analysis of internal and external business environment.
3. Decision making.
4. Strategic planning.
5. Management of projects and processes.

Table 4
Meta-competences in Management

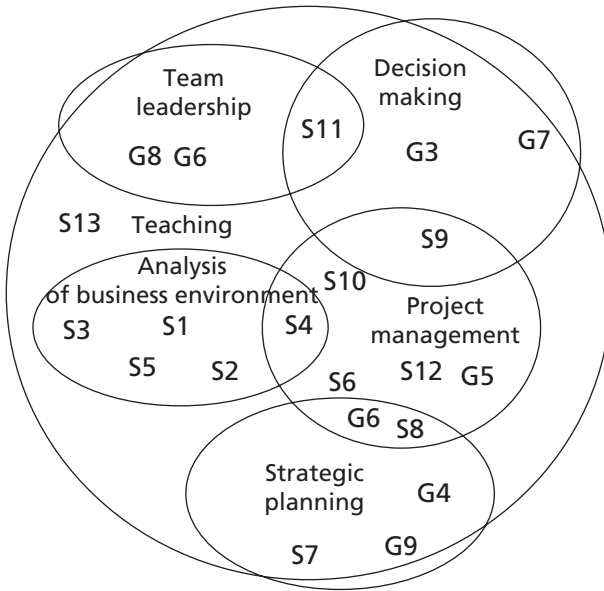
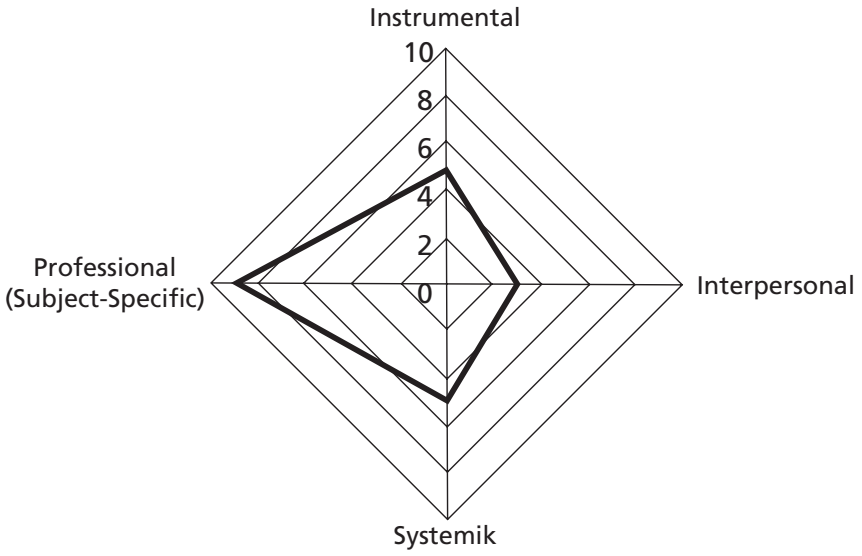
| | |
|--|---|
| 1. Team leadership | Ability to work in a team |
| | Capacity to learn and stay up-to-date with learning |
| 2. Analysis of internal and external business environment | Capacity to Identify and analyse the impact of macro- and micro economic elements on business organisations (i.e. financial and monetary systems, internal markets) |
| | Capacity to Identify and analyse the constitutional characteristics of an organisation (i.e. goals and objectives, ownership, size, structure) |
| | Capacity to use the respective instruments for business environment analysis (i.e. industry analysis, market analysis, PESTL) |
| | Capacity to define criteria according to which an enterprise is defined and link the results with the analysis of the environment to identify perspectives (i.e. SWOT, internal and external value chain) |

| | |
|--|---|
| 3. Decision making | Ability to use appropriate project management tools in decision |
| | Ability to choose consciously how to respond to any situation |
| | Ability to make reasoned decisions |
| | Ability to search for, process and analyse information from a variety of sources |
| 4. Strategic planning | Ability to identify, pose and resolve problems |
| | Ability to plan and manage time |
| | Ability to apply knowledge in practical situations |
| | Capacity to provide company and projects with strategy recommendations using relevant tools |
| | Ability to manage resources according to objectives and actions planned |
| 5. Management of projects and processes | Ability to focus on results |
| | Capacity to identify, investigate and use actual "web" ICT tools |
| | Ability to read, understand and analyse financial reports within field of work |
| | Ability to provide value chain with supply chain sustainable processes support |
| | Knowledge and understanding of the subject area and understanding of the profession |
| | Identify the functional areas of an organisation and their relations (i.e. purchasing, production, logistics, marketing, finance, human resource) |

| |
|-------------------------------|
| Generic Competencies |
| Subject Specific Competencies |

5.2.4.2. Meta-profile diagram

Groups of competencies



6

Level descriptors and learning outcomes

In a cycle system each cycle should have its own set of learning outcomes formulated in terms of competences. As stated before, learning outcomes are formulated both at programme level and on the level of individual course units or modules. The learning outcomes of the individual units add to the overall learning outcomes of the programme. Competences are developed in a progressive way. This means that they are formed in a number of course units or modules at different stages of the programme. During the design phase of the programme it has to be decided in which units a particular competence has to be formed.

The use of cycles automatically includes the introduction of the concept of levels. For each of these level indicators can be used. They are called level descriptors. As part of the Bologna Process, a group of experts, the so-called Joint Quality Initiative, has developed sets of general descriptors for each cycle, which are called the Dublin descriptors. These cycle descriptors have now been endorsed by the European Ministers of Education as part of the report A Framework for Qualifications of The European Higher Education Area. The approaches of Tuning and the JQI are fully compatible and complementary.

Because cycle descriptors in practice are level descriptors which identify the level of a cycle, Tuning has suggested naming these descriptors cycle level descriptors. The Project participants have produced cycle level descriptors at programme level for the first and second cycle for each of the subject areas included in the project. Below, we present generalised description of learning outcomes for each level within our subject area.

6.1. First cycle

First cycle graduates (Bachelors) should:

First cycle graduates in Management should be able to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Knowledge and understanding:

- the nature and purpose of business organisations; key concepts relating to their functioning, survival and success;
- the structure, culture and role of business organisations; the complex dynamics of organizational environments; how organisations understand and interact with their environments;
- the nature and development of leadership skills and behaviours; key concepts relating to leadership, influence and change within organisations;
- the nature and practice of management; key concepts and issues relating to the management of people, organisations, financial resources and marketing variables.

Abilities (Be able to do):

- critique established ideas, concepts and techniques drawn from studies, and use knowledge to examine a wide range of management problems, including in one's own work/practice arena;
- identify and critically assess different perspectives on and approaches to management issues, including in own work/practice;
- critically reflect on, evaluate and apply own knowledge in differing work/practice contexts;
- use and adapt relevant business knowledge and skills to practically engage with a range of problems and issues in work/practice arena;
- use specific business knowledge and cognitive and key skills as a basis for significantly enhancing work/practice;
- communicate information, ideas and arguments effectively using appropriate styles and language, to specialist and non-specialist audiences;
- find and interpret information presented in a variety of forms and perform relevant tasks of analysis and evaluation;

- apply ICT skills to search for, identify and present information appropriate to a variety of business/organisational activities.

6.2. Second cycle

Second cycle graduates (Masters) should:

Second cycle graduates in Management are expected to be able to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Knowledge and understanding:

- the leading and alternative theories, concepts and models in business and management;
- the critiques of and key debates within the study of business and management;
- the complex and interrelated nature of organisations and management practice; and the global context in which business and management is practised;
- the main managerial issues associated with key business functional areas of managing people and organisations; finance; marketing; operations management; change and project management.

Abilities (Be able to do):

- analyse and synthesise key concepts and frameworks with clarity and critical reflection;
- while drawing appropriately as a manager on both academic and practitioner knowledge;
- evaluate and compare possible courses of action and make appropriate decisions in the light of the context in which managing is taking place;
- appraise and accommodate constraints, opportunities and threats present in management contexts;
- work effectively with others with openness and sensitivity to diversity;
- plan and manage time;
- develop an awareness of the impact of own thinking and behaviour and use this as the basis for developing one's own professional and personal competences;

- apply numeracy skills and quantitative analysis to business and management activities;
- find, record and use information, data and evidence effectively – drawing competently on relevant professional and academic literatures;
- conduct independent inquiry, investigation and on-going reflection on own learning in context;
- use a variety of communication media effectively;
- work both independently and as a member of a team;
- apply modern methods and techniques in teaching management disciplines;
- develop educational programs and guidelines for teaching management disciplines.

7

Teaching, learning and assessment

7.1. Approaches for teaching, learning and assessment in Management

7.1.1. *Teaching*

Learning is often unreasonably identified with teaching. However, one has to be aware of the fact that teaching is not the same thing as learning. Learning can be defined as changes that develop in a student resulting from the comprehensive interaction not only with a teacher but also with other students and higher education institutions in general. Learning has two sides, teaching and learning itself. Learning is an activity and a process of acquisition of the educational content, which is a part of a human culture, by a student. It is as a rule accomplished under the direct (classes) or indirect (self-education, training, control) guidance of a teacher. Teaching is a systematic guidance over the educational and cognitive activities of a student carried out by a teacher. Teaching includes: the determination of the educational content, its volume, forms and methods, consistency and pace; the creation of the best conditions for the acquisition of the educational content and the all-round development of a student; control over the quality of the acquisition of the educational content.

The activity of a teacher presupposes the planning and organization of independent study. Management as a pedagogical method in this context should be not only a of a summative but also of a formative nature and needs to be directed at the formation and development of the necessary competencies. One can admit that any educational process is characterized by the gap between teaching and learning. It never happens that a

student perceives the knowledge transmitted by a teacher to the extent expected, giving way to the developments initially planned by a teacher. Nevertheless the study process should be focused around teaching, whereas teaching should become a tool for the achievement of the desired results of education specified in competencies. Moreover, a narrowing of the gap between teaching and learning is possible by binding the content and methods of teaching to the expected outcomes of learning. When formulating the outcomes of education defined in competences, a teacher should be well aware which types of activities a student is able to perform on the basis of the knowledge acquired by a learner in the process of the educational programme, (partial and complete) mastering. Besides, it is necessary to identify the extent to which a student is able to take responsibility for the actions performed. It becomes evident that the traditional methods of teaching are restricted in this sense.

U.G. Fokin's work aimed at research into an activity-based educational approach clearly demonstrates that traditional teaching lacks the assignments which demand reflection and the formation of a motive of activity as well as assignments requiring acquisition of the final stages of activity (especially when correcting the expected purposes and the outcomes of activity). Such assignments are almost or completely undeveloped. Once started, mastering these elements of the structure of activity-based education, along with the introduction of the new pedagogical technologies aimed at individuals as pedagogical technologies in particular, allows for the arrangement of a study process in accordance with activity-based learning approaches and call for the acquisition of a number of general competencies irrespective of the precise content [Fokin 2006].

The pedagogical technologies currently demanded (group means of education, games, study discussions, technologies of program learning, developing education, education via global nets, "French workshops", case studies etc.) enable the acquisition of the diverse skills and enable their transformation into actions.

In the majority of cases they are used to develop cognition and cognitive actions. Other activities and skills are acquired indirectly. One has to elaborate an algorithm of their use to ensure the developing effect of such technologies. It is necessary to arrange in order actions as opposed to notions (as it is envisaged by each and every discipline). It is necessary to use the technologies based on the organizational structure of the activity: Demand – Motive – Purpose – Content – Tools – Outcomes. Therefore a teacher has to produce such a system of interactions which envisages the organization of cross-

connections not only between the elements of the educational content but also between the skills that are being developed: cognitive, communicative and reflective. Methodological techniques that are used to organize the learning process are to be selected not deriving from their adaptability to the planned content but according to the stages of development of the basic skills and competencies. The efficiency of learning is widely determined by its consistency and the exposure of essential connections between the subject of learning and other spheres of knowledge.

All that is connected with studying and acquisition of the management activity ultimately is aimed at fulfilling the following purposes:

- formation of the body of knowledge about the contents and peculiarities of the management processes in their diverse variety;
- development of logical thinking applied to the objective laws and regularities, principles of organization, its functioning and perfection, systems of management of a varied nature;
- development of the skills to apply analytical approach to the assessment of an authentic managerial situations and subsequently taking efficient decisions. One may discern a number of components which are to play a major role in teaching both separate disciplines and blocks of disciplines in organizational management;
- revision of the history of development of managerial science in Russia and abroad;
- provide future specialists with theoretical knowledge in the sphere of the fundamental basics of the managerial science;
- teaching the theory and practice of management in the period of managerial tasks automation, application of modern information technologies and quantitative methods of the assessment of alternative strategies;
- expansion of knowledge on the sphere of the economic basics of management, assessment of efficient functioning of the system of self-regulation;
- exposé of the social-psychological aspect of staff functioning, interaction with principal and co-workers;
- study of the essence and content of management, peculiarities of the establishment of the management institute in Russia and abroad, role and place of a manager in an organization's functioning;

To sum it up, teaching of managerial disciplines should be performed in compliance with a consistent approach. It can be interpreted as follows:

investigating the processes of management typical of social-economic systems, the discipline taught should use a wide variety of methods borrowed from other sciences. It should not be restricted by intrinsic laws and regularities. The application of the consistent approach to teaching managerial disciplines should be based on deduction – the rule of reasoning from general statements to reach certain premises and conclusions. Proceeding from the above, the educational process is based on the coherent study of the following three blocks: first, “The evolution of Managerial science”, second “Methodology of management”, third “Applied aspects of managerial activity”. The names of the didactic blocks do not coincide with the names of the disciplines and serve as generalized didactic elements which one can refer to in a number of disciplines (preconditioned by the content) that have their own names but are taught within the given block.

7.1.2. Learning

The implementation of a competence-based approach should lead to a substantial use in the classroom of active and interactive forms of training (on-line seminars, discussions, computer simulations, business and role-playing games, case studies, psychological and other training, discussions of the results of student research groups, university and intercollegiate teleconferencing) combined with extracurricular activities with the purpose of forming and developing the skills of students.

For the development of practical skills in the learning process, it is necessary to develop practical tasks such as case studies, which contain some problems. The use of case studies reduces the gap between theory and practice, providing opportunities to demonstrate the practical application of theoretical knowledge, to see and understand the problem and develop practical problem-solving, analysis and critical thinking.

Also as part of the provision of training courses there should be meetings with various companies, government and public organizations, workshops of experts and specialists.

Education in “Management” should include laboratory courses and workshops for the formation of students’ skills in management, economics, mathematics and quantitative methods, information technology, marketing, accounting and financial analysis.

The shared classes held in an interactive form must constitute at least 30 per cent of all classes. Lecture-type classes for the groups of students may not exceed 50% of all classes. The maximum number of training sessions in "Management" cannot be more than 54 hours per week, including all kinds of classroom and extracurricular (self) training activities for the development of the basic educational program and elective courses. The maximum number of classroom training sessions per week during the development of the basic educational program in full-time education is 27 semester hours. Each university should give students the opportunity to participate in shaping their training programmes, including the possible development of individual educational programmes.

Of particular importance in the process of learning in "Management" is student practice. Practices are conducted by third-party organizations or by departments and laboratories of the university. A practice programme includes the collection of information characterising the object of production practice, indicators of production-and-economic, financial and commercial activities and analysis of information processes. The practice is finalised by the report. If the training in "Management" is conducted within the framework of the international educational programme, it is worthwhile arranging students' practice abroad. The results of the practice can become a part of students' research work. As experience shows, the practical research results can become a basis for publications in scientific journals, updating of educational materials, textbooks, monographs, books, dissemination of best conceptions and solutions based on new information technologies, the formation of databases on the results of the practice, creating intelligent solutions in order to conduct consulting work within government and business structures.

7.1.3. Assessment

The assessment of the quality of students' work includes on-going monitoring of progress, intermediate and final certification. The monitoring of progress and interim certification may be based on the point-rating system of quality assessment of the educational development of students, the programme used by many Russian universities.

A Point-Rating System was introduced in 2010 in some Russian universities. The point-rating system (so called - BRS) is aimed at the assessment of the quality of the educational programmes development. At the same time,

the discipline in question is divided into a number of independent, logically completed sections (modules) with control measures.

The objectives of the introduction of the point-rating system are:

- to promote daily systematic work by students;
- to increase students' motivation by greater differentiation of educational evaluation of their workload;
- to determine the real position of the student relative to his/her classmates;
- to reduce the role of random factors at the exams;
- to establish objective criteria in selecting candidates for continuing education in post-graduate education.

The principles of the point-rating system of assessing student performance are:

- uniformity of the requirements for students;
- regularity and objectivity of the assessment;
- openness and transparency of the results of student performance for all participants in the educational process;
- strict enforcement of work and discipline of all participants in the educational process: students, teachers, educational support and administrative and management personnel.

For a set of rankings certain milestones must be passed:

- on-going monitoring;
- landmark control (colloquia, testing, coursework, etc.);
- final control (one-semester test and / or examination).

The BRS rating scale accords with the "traditional" one as follows:

85.1 - 100% Excellent
65.1 - 85% Good
50.1 - 65% Satisfactory
0 - 50% Poor

For the evaluation of students there is a fund of assessment tools for monitoring progress and interim certification. This fund includes checklists and sample assignments for practical training, laboratory and tests, workshops, tests and exams, tests and computer testing programs, a sample of coursework topics / projects, reports, etc., as well as other forms of control, allowing assess the degree of formation of competencies of students.

The control and assessment of students' knowledge and skills is an important structural component of the learning process. It is implemented in accordance with the systematic nature, consistency and strength of the educational principles. These are achieved by different types of testing and assessment:

- routine evaluation of students;
- oral questioning (individual, front, condensed);
- control and term papers;
- verification of independent work;
- control with the use of software tools.

When checking and quality-assessing academic performance, it is important to identify how to solve the basic problem of education. The main one being - how students acquire knowledge and professional competences, philosophical, moral and aesthetic ideas, as well as professional skills.

The final evaluation of students is mandatory and takes place after the conclusion of the educational programme in its entirety. Final certification includes the preparation and defence of the final qualifying work.

7.2. Best practices

7.2.1. Teaching methods

Lectures, practical classes, seminars, scientific seminars, master classes, training sessions, design works, discussions, role-playing games, videos, situational modelling tasks, sociological research, work in small groups, training electronic platforms, independent study of textbooks and lectures, individual consultations of teachers, graduation papers and scientific research development.

The most attractive and actively applied methods include:

1. Role-playing games and case studies. Role-playing games and cases have an important place in the arsenal of means for professional training; these enable a student to be trained through his/her own experience and to employ the acquired skills in a safe environment. Role-playing games. Practical guidance. Turner D.; - <http://financepro.ru/management/13300-rolevye-igry-prakticheskoe-rukovodstvo-turner-d.html>; Gurevich A.M. - Role-playing games and cases in business trainings - <http://financepro.ru/business/12039-gurevich-a.m.-rolevye-igry-i-kejjsy-v-biznes.html>; Set of cases adapted for the Russian reality, and business games contained in books by authors – participants of the project: Parakhina V.N., Maksimenko L.S., Panasenko S. V. Strategic management. – M: Knorus, 2012; Self-management. Under the editorship of V. N. Parakhina, V.I. Perov. – M: Moscow State University publishing house of M. V. Lomonosov, 2012; Practical training on the management theory. Under the editorship of V. V. Vasilyev, V.N. Parakhina, L.I.Ushvitsky. – M: Finance and statistics, 2007.
2. Master classes (on time-management – A.Yanykhash <http://www.youtube.com/watch?v=AT1VdRaCgAA&feature=rellist&playnext=1&list=PL3D9E5337E3C9EA56>; G.Arkhangel'sky - <http://www.youtube.com/watch?v=AT1VdRaCgAA&feature=rellist&playnext=1&list=PL3D9E5337E3C9EA56>; on negotiations, rhetoric and public statements - Vladimir Rudolfovich Solovyov. <http://www.youtube.com/watch?v=S3yltCNBRiU&feature=related> <http://www.youtube.com/watch?v=G9VHWOiSxxA&feature=relmfu>; on sales – S. Azimov http://www.youtube.com/watch?v=_pKbo3rdzd8&feature=related; by modern possibilities of management – I.Adizes (in English, is placed on IBDA site «Modern crisis: new possibilities for management».)
3. Training sessions (business trainings, trainings on human resource management, work in team, corporate ethics, for the development of leader and administrative competences, effective communications, management of changes, marketing and so forth) <http://www.exectgroup.com/services/corporate-education/management-trainings>
4. The technology for the development of critical thinking. This has an advantage over other technologies in terms of regulating not concepts (as it is achieved in every academic subject) but activities. The full name of this technology is “technology for Critical Thinking Development Through Reading and Writing” (CTDRW) as it is reading

and writing that are the basic educational activities that may serve as the basis of any academic and applied activities. The purpose of the CTDRW technology is to develop critical thinking skills by means of the integration of interactive activities into the process of education through specific arrangements in the process, which rests on three major stages and a system of special methodological techniques per each stage, which consistently solve the tasks set for each of the stages. The framework of the CTDRW technology in its general way may be shown as follows: “Challenge” - “Conception” - “Reflection”. These three stages are the technological fundamentals of the CTDRW or its base model that allows students to set training objectives independently, to conduct information search actively, and to reflect on what they have learnt. At the methodical level the technology represents a system of techniques and strategies integrating methods for educational work by the types of academic activities irrespective of the specific contents. The base model sets out not just a particular logic of arranging the class (topic, course) but also the sequence as well as the ways of combining specific methodological techniques. The complexity of techniques and the ways of combining them increase depending on the level of the group’s “maturity” in terms of cognitive, communicative and reflexive development. It is the systemic employment of the base model—and not just individual techniques and strategies (that, taken separately, will spur cognitive activities)—that contributes to the development of all the components of critical thinking (cognitive, communicative and reflexive) thus ensuring the development of base competences (cognitive, communicative and reflexive). However on each of stages the quite definite processes permitting to organize training in full conformity with organizational frame of cognitive activity from realization of requirement and formation of motive of activity up to obtaining of outcome, satisfying this requirement to a greater or lesser extent dominate. The international programme “Reading and Writing for Critical Thinking” (RWCT), sold as the programme of vocational education of the teachers since 1997 in 42 countries, has aggregated the teachers, coaches and certifiers, interested in development of the learner-centred competence-oriented education in an International Consortium of Development of Critical Thinking (RWCT IC) in 2006. The activity RWCT IC as an open partnership of teachers is directed at the improvement of the quality of training and the maintenance of a high level of training contributing to the formation of critical thinking and other key competences. Now the Consortium integrates 20 organizations and 10 individual members representing 21 countries. The Lobachevski State University

of Nizhny Novgorod is a full member of the Consortium since 2009. The experience of the implementation of technology in Russia, since 1997, is now mirrored in numerous scientific research projects and publications of our fellow countrymen (Mariko, V.V., Mikhaylova, E.E. The use of the discussion form of training for the development of communicative competences of students: a methodical manual. [Electronic resource] / V.V. Mariko, E.E. Mikhaylova. - Nizhny Novgorod State University, 2011. – 242 pp. - Access mode: <http://www.unn.ru/books/resources.html> (Fund of electronic publishings NNGU - reg. №357.11.12 from 29.04.2011); Grudzinskaya, E.Y. Effective leadership in control of human resources with usage of information technologies. A learned-methodical staff under the program of improvement of professional skill “Information technologies in control of educational and scientific process”. [Electronic resource] / E.Y. Grudzinskaya. - Nizhny Novgorod, 2006, 78 pp. - Access mode: <http://www.unn.ru/pages/e-library/aids/2006/32.pdf>; Grudzinskaya, E.Y., Mariko, V.V. Active methods of training in a higher school: learned-methodical stuffs under the program of improvement of professional skill “Modern pedagogical and information technologies”. [Electronic resource] / E.Y. Grudzinskaya, V.V. Mariko. - Nizhny Novgorod, 2007, 182 pp. - Access mode: <http://www.unn.ru/pages/e-library/aids/2007/88.pdf>). It is possible to acquaint with experience of operational use of technology and publications of the international colleagues on an official site of an International consortium of development of critical intellection (RWCT IC) [<http://rwctic.org>], and also on sites of the projects sold under aegis RWCT IC (for example, Create-Motivate-Learn project (CreMoLe) [<http://www.cremole.eu/>]), and sites of the members of a consortium (for example, Critical Thinking Community of Practitioners (CTCP) [<http://www.criticalthinkingblog.org>]).

7.2.2. Assessment tools

One of the important issues in managers' training is the development of methods to evaluate the level of their competence.

The following methods could be used: written/oral examination, reports on research projects, oral and written representations, expert estimates, tests, portfolio, business games, general examination, final project.

The most interesting ones include educational portfolio, business games and methods for competence level assessment.

1. Educational portfolio. In the general understanding of most people the educational portfolio is a form and process organisation (collection, selection and analysis) samples and products of the educational and informative activities of the trainee, and also the corresponding information materials from external sources (from schoolmates, teachers, parents, the test centres, public organizations...), intended for their subsequent analysis, all-round quantitative and quality standard of the level of study of an individual student and the further correction of training process.

Educational portfolios represent a collection of the works of the pupil, comprehensively showing not only his/her educational results, but also the efforts attached to his/her achievement, and also the clear progress in the knowledge and abilities of the student in comparison with his/her previous results;

The ultimate goal of the configuration of an educational portfolio is reduced to the proof of progress in training by the results. The main sense of an educational portfolio is to demonstrate the student's capacity. The pedagogical philosophy of this form of evaluation implies shifting the emphasis from the pupil can not do to what he/she does know and is able to do within the subject, this topic, in integrating the quality standard, and, finally, in the transfer of the pedagogical emphasis from training assessment to self-assessment. («Educational portfolios». Access mode <http://portfolioteka.ru/publications/5/>)

2. Business games are used to assess competences on "Technology of the assessment-centre". 300 business games are the program and information collection of games, tasks, tests and cases which is developed by the consulting company IR Synthesis, as addition to a performance appraisal technique "Technology of the assessment-center". Eight main competences are included in a basis of the programme. The list of estimated competences: Analytical skills, Strategic management, Management of the relations, Leadership, Management skills, Creativity, Organizational abilities, Personal qualities and psychological features - <http://300igr.com/comp.html>
3. Method of definition of development of the competence factor during the training process, using a number of estimates that suggest a view of the student from various points of view (ratings of the student, results of control, laboratory works, semester certification etc.).The evaluation mechanism within this method requires the calculation of the competence development rate depending on specific disciplines per semester, and then determining the competence rate per semester, which enables the elaboration of a semester-by-semester

development schedule for each specific competence reflecting the level of professional training demanded by the employer. (O. V. Bochagov. One of innovative methods of students' competences assessment.// Investment region No. 2, 2010, page 63).

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