



Co-funded by the
Erasmus+ Programme
of the European Union

ERASMUS+ project n° 586109-EPP-1-2017-1-RO-EPPKA2-CBHE-SP EDUQAS

Implementation of Education Quality Assurance System via Cooperation of University - Business - Government in HEIs

EDUQUAS

WP3 Capacity building: Implementation of internal QA systems

Part 2. Report on the SWOT analysis and recommendation of the 2 curricula:

Master study programme “International business”

Lviv Polytechnic National University

Name of the expert Lennart Ståhle, independent expert to KTH

General remarks

Report on the self-evaluation of the Master program in International Business at Liviv university.

Lennart Ståhle, Advisor at KTH

The general impression is that the questionnaire /guidelines for the self-evaluation sometimes aiming in the wrong direction. "Demonstrate" generates very long descriptions with references to official rules, regulations and recommendations but lacks sometimes what is **really going on**: the results.

The programme seems to have taken care of the regional aspects. But I would like to see a discussion how to weigh regional aspects towards national and international aspects when creating the programme.

What is the reason of the volume (23) of the student's choice? How are the courses chosen and do the students have access to advice before choosing the courses?

Why is it important with internships? The internship consists of short period (6 p.) Students are supposed to write a report about the company where they have their internship. The report seems to be a short research task. How is the report evaluated and discussed with the students? In the long run are there enough with firms/companies that can receive students?

What are the scientific /research competence of the teachers and in what way are they upholding it?

There seem to be some internal quality assurance activity. It is difficult to what effect this exercise has. It is not clear if there are annual follow with dialogues or how the system is working.

December 3rd – 6th 2019

Strengths

Introductory remark: It is difficult to evaluate or do a SWOT-analysis based on the "self-evaluation" which is not a self-evaluation proper. It is more a description bases on questions. The description refers to several documents, which seem relevant for the program.

The outcomes of the program are described in many words.

Clear description of individual study paths for the students

Weaknesses

More specific outcomes would have been useful: knowledge & understanding; Competence & skills; Judgement & approach; Independent project. This is the Swedish way to describe the outcomes

I do not see any trace of the elective courses / studies in the described outcomes.

The SWOT-analysis includes links to documents on the university web. The links work but the English part contain parts in Ukrainian, which makes it more difficult to access the course descriptions.

The programme includes 3 Master-thesis related components in the 3rd semester with 27 ECTS points altogether. It is difficult to understand such division when different learning moments are to be split and evaluated in the framework of different courses. The programme is 90 ECTS-points = 3 semesters. In order to be competitive 120 ECTS points would be better and the value of the independent work should be 30 ECTS points.

Are the students, graduated from this program, eligible for PhD studies?

Opportunities

There are good opportunities to develop the programme in cooperation with the involvement of broader range of local industries including SME.

Threats

Do not let the local industry have too much influence over the content, strive to keep balance between academic content and current industrial needs

Recommendations

If it not possible to prolong the programme up to 120 ECTS and to introduce an independent scientific work of 30 ECTS I would recommend to move the elective course to the Bachelor level and instead have the independent work. This would strengthen the scientific profile of the programme.