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Review of the description of the “Public Administration” master program at Dmytro Motornyj Tavria State Agrotechnological University

The description of the above master program provides information on the program’s goal and key formal attributes related to the organization of teaching, learning, and evaluation. The document mentions the issues of resource base, academic mobility, key competences to be acquired by students, and expected learning outcomes. There is a list of disciplines included in the master program, and several figures highlighting the logical linkages among the program components. The authors pay attention to numerous organizational details and show their awareness of the need for the ongoing strict quality control.

The document seems to be primarily focused on legal issues, on the logical relationship among program components, and on the normative vision of the program quality. While this focus is quite well-developed, it involves opportunity costs related to the largely missing discussion of the program’s strategic profile and internationalization strategy.

The strategic profile would be concerned with how the program stands out, in terms of its competitive qualities, in the landscape of similar educational modules in Ukraine. The competitive advantage of the program is impossible to evaluate on the basis of the document as it currently stands. No less important would have been to give insights into the current labor market demand for program graduates. While the document states that the program exists to meet the labor market demand, this remains a formal statement with no indication of what this demand is, in the specific nexus of space and time. Likewise, it would have been very instructive to learn of who the international partners are and what specific support they can provide. This information is unfortunately not provided; there is only a formal reference to the existence of the Erasmus program.

While the document is intended to be normative (as explained by the authors in Section 4), I still wonder whether the limits of normativity are stretched. Regarding resource provisioning, the program is described by the authors as being fully or properly equipped (with premises, work space, information systems etc.); quality control is described as fully ensured. Yet, being willing to evaluate the program on my own, I still lack the basis for doing so, because there is no factual information on specific resources, internationalization strategies, and organizational challenges which may or may

not correspond to the extent of quality control measures (which remains factually uncertain as well). I pick just one example to illustrate this point: the authors claim to adhere to the principle of the correspondence of education quality to the European and national standards. The principle is commendable, but as a reviewer, I lack the information to judge how well this principle can be implemented. Furthermore, as mentioned above, I would encourage the authors to revisit the strategic profile of the master program in such a way as to go beyond mere compliance, with a view to convincing the stakeholders that the program "stands out in the crowd".

Minor points: it caught my attention that what the authors call "general competencies" (such as the ability to think abstractly) are indeed so general that they cannot be exclusively associated with the program alone. Here I would have appreciated a better differentiation of the skills that the students must possess before enrolling in the program.

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