

Syllabus

Audit and Assessment of Management

Academic level: Master

Field of study: 07 Management and administration

Speciality: 073 Management

Educational and Professional Program «Management of Education Institution»

Number of ECTS credits - 4

Year of study, semester – 1st year, 2nd semester

Component of the educational program: compulsory

Days of classes: according to the timetable, room. 68

Consultations: In-person consultations: Tuesday: according to the timetable, room. 74

Online consultations: in the Viber group, every day from 16-00 to 17-00.

Language of instruction: English



Head of the course:	Doctor of Pedagogical Sciences, Professor of the Department of Pedagogy and Management of Education– Bodnar Oksana Stepanivna
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Lecturer's web-page	http://tnpu.edu.ua/faculty/IPP/bodnar-oksana-stepan-vna.php?clear_cache=Y
Course page in Moodle	https://elr.tnpu.edu.ua/course/view.php?id=1926

Course abstract

In the curricula of EPP “Management of Education Institution” the “**Audit and Assessment of Management**” is a compulsory course, which is included in the block of compulsory disciplines of professional training. *The aim of the course* is orientation and development of conditions for the acquisition of knowledge and skills in organizing, conducting and analyzing audit and evaluation of management activities of organizations (educational institutions), identifying shortcomings and problems in management methods of managers at different levels and choosing methods for analysis and evaluation, phenomena and processes. The main tasks of studying the “**Audit and Assessment of Management**” course are the acquisition by students of knowledge about the theoretical foundations and technologies of auditing and evaluation; acquaintance with the most important achievements and modern problems of evaluation of efficiency and effectiveness of educational activity; understanding the functional nature of management activities and management procedures; formation of analytical thinking; choice of management decision alternatives during audit and evaluation; developing the ability to use various analysis and evaluation tools to prepare for an institutional audit.

The content of the “**Audit and Assessment of Management**” course is developed on the basis of the relevant provisions for the training of specialists in specialty 073 Management, norms and traditions of higher university education, as well as the profile of educational and professional program.

Educational content

Hours (lect./ pract.)	Topic	Learning outcomes	PLO from EPP	Tasks
Content module 1. Methodology of evaluation and audit management				
2/1	Topic 1. The concept of quality and basic approaches to its definition.	Critically comprehend, select and use the necessary scientific, methodological and analytical tools for effective and efficient quality management in the educational institution.	PLO 1.	Characteristics of the quality of the educational institution, discussion
2/1	Topic 2. The specifics of management	Understand the relationships between the elements of the management system of the organization in unpredictable conditions, the specifics and structure of management, identify and understand the problems in management, justify methods for solving them. Know the essence of the priority tasks of educational institutions, regulations of control and evaluation and audit activities (including institutional audit), design effective evaluation systems and develop regulations of evaluation and audit activities, taking into account the principles of educational policy and management.	PLO 2, PLO 3	Comparison of management activities with other types
2/2	Topic 3. Evaluation as a management function.	Have the skills to make, justify and ensure the implementation of constructive management decisions in auditing and evaluation activities in unpredictable conditions based on universal values, logical arguments and verified facts, taking into account the requirements of current legislation, ethical considerations and social responsibility, coordinate their decisions with staff and experts . Identify and classify new tasks in the field of management evaluation, identify problems in organizations and analyze them; describe, analyze and evaluate relevant objects, phenomena and processes, choose the best methods of their study. Professionally carry out control and diagnostic activities for training and	PLO 6, PLO 15 PLO 19	Analysis of the evaluation algorithm

		education; to develop management evaluation procedures, to conduct scientific and methodological support and coordination of the internal system of quality assurance of education and to participate in the institutional audit.		
2/2	Topic 4. Structural elements of criterion measurement and evaluation	Demonstrate leadership skills and ability to work in a team, interact with people, be socially active, responsible for the results of evaluation activities, tolerant attitude to different opinions and views of experts. Argue one's point of view in a discussion based on ethical considerations, accept criticism, advice and guidance; demonstrate ethical and socially responsible behavior in the management of the organization (or organizations) and their units.	PLO 10. PLO 23	Structuring indicators of evaluation objects
4/2	Topic 5. The structure and essence of the process of pedagogical measurements.	Identify and classify new tasks in the field of management evaluation, identify problems in organizations and analyze them; describe, analyze and evaluate relevant objects, phenomena and processes, choose the best methods of their study. Ability to work with different sources, search, process, analyze and synthesize the information obtained; work with modern bibliographic and abstract databases.	PLO15, PLO 18	Construction of measurement algorithm
Content module 2. Technologies for assessing the quality of education				
4/2	Topic 6. Test theory and practice of their use in management	Ability to work with different sources, search, process, analyze and synthesize the information obtained; work with modern bibliographic and abstract databases.	PLO 18.	Taking the test
4/4	Topic 7. Pedagogical qualimetry as a system of assessment and self-assessment	Identify and classify new tasks in the field of management evaluation, identify problems in organizations and analyze them; describe, analyze and evaluate relevant objects, phenomena and processes, choose the best methods of their study. Ability to work with different sources, search, process, analyze	PLO 15, PLO18	Analysis of the qualimetric model

		and synthesize the information obtained; work with modern bibliographic and abstract databases.		
2/2	Topic 8. Monitoring technology and the specifics of its use in education	<p>Demonstrate leadership skills and ability to work in a team, interact with people, be socially active, responsible for the results of evaluation activities, tolerant attitude to different opinions and views of experts.</p> <p>Identify and classify new tasks in the field of management evaluation, identify problems in organizations and analyze them; describe, analyze and evaluate relevant objects, phenomena and processes, choose the best methods of their study.</p> <p>Ability to work with different sources, search, process, analyze and synthesize the information obtained; work with modern bibliographic and abstract databases.</p>	PLO 10 PLO15, PLO 18	Algorithm for collecting monitoring information
2/0	Topic 9. Organization of management audit.	<p>Understand the links between the elements of the management system of the organization in unpredictable conditions, the specifics and structure of management, identify and understand the problems in management, justify methods for solving them; -evaluation and auditing activities (including institutional audit), design effective evaluation systems and develop regulations for evaluation and auditing activities, taking into account the principles of educational policy and management, have the skills to make, justify and ensure the implementation of constructive management decisions evaluation activities in unpredictable conditions on the basis of universal values, logical arguments and verified facts, taking into account the requirements of current legislation, ethical considerations and social responsibility, to coordinate their decisions with the staff of the institution and experts.</p>	PLO 2, PLO 3, PLO 6, PLO10, PLO 15, PLO 19	Problem solving

		<p>Demonstrate leadership skills and ability to work in a team, interact with people, be socially active, responsible for the results of evaluation activities, tolerant of different opinions and views of experts.</p> <p>Identify and classify new tasks in the field of management evaluation, identify problems in organizations and analyze them; describe, analyze and evaluate relevant objects, phenomena and processes, choose the best methods of their study;</p> <p>Professionally carry out control and diagnostic activities for training and education; to develop management evaluation procedures, to conduct scientific and methodological support and coordination of the internal system of quality assurance of education and to participate in the institutional audit</p>		
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Program competences development

Index in the matrix	Program competences
	General competences
GC1	Ability to conduct research at the appropriate level;
GC5	Ability to act on the basis of ethical considerations (motives);
GC6	Ability to generate new ideas (creativity);
GC7	Ability to abstract thinking, analysis and synthesis.
	Professional competences
PC1	Ability to choose and use concepts, methods and tools of different types of management, including in accordance with international standards;
PC 3	Ability for self-development, lifelong learning and effective self-management;
PC 4	Ability to analyze the labor potential of the organization, its training and retraining; identification of reserves and implementation of measures to improve the efficiency of use of intellectual and material resources of the organization;
PC 9	Ability to create conditions that allow individuals to adequately respond to problems, analyze and structure the problems of the organization, make decisions and ensure their implementation;
PC 11	Ability to search, analyze scientific information, plan and perform scientific and applied research and present results in a competitive market in educational services;
PC 14	Ability to use the capabilities of network software systems and Internet resources to solve practical problems in educational activities and ensure the use of information technology in the educational process;
PC 17	Ability to master the skills and abilities of a specialist and expert consultant on education management;
PC 18	Ability to respond to changing environmental factors, in particular to consumer demands, the interests of potential employees, competitors, use the capabilities

	of information technology to increase the level of competitiveness and image of the institution.
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References

Main resources

1. Hom, J., Anong, B., Rii, K. B., Choi, L. K., & Zelina, K. (2020). The Octave Allegro Method in Risk Management Assessment of Educational Institutions. *Aptisi Transactions on Technopreneurship (ATT)*, 2(2), 167-179.

2. Horvat, T., & Zvorc, B. (2017). The Impact of Internal Auditing on Financial Planning in Public Educational Institutions. In *MIC 2017: Managing the Global Economy; Proceedings of the Joint International Conference, Monastier di Treviso, Italy, 24–27 May 2017* (pp. 529-541). University of Primorska Press.

3. Horvat, T. (2019, March). INTERNAL AUDIT OF COSTS IN A PUBLIC EDUCATIONAL INSTITUTION. In *Third International Scientific Conference on Economics and Management-EMAN 2019: How to Cope with Disrupted Times-Conference Proceedings, Ljubljana, Slovenia-March 28, 2019* (pp. 391-396). Udruženje ekonomista i menadžera Balkana.

4. Husain, I. (2017). Budgeting and budgetary control in the educational institutions.

5. Kooli, C. (2019). Governing and managing higher education institutions: The quality audit contributions. *Evaluation and program planning*, 77, 101713.

6. Mittal, R. K., Garg, N., & Yadav, S. K. (2018). Quality assessment framework for educational institutions in technical education: a literature survey. *On the Horizon*.

7. Nofrita, D., Rosyidi, U., & Karnati, N. (2019). Urgency of Internal Academic Quality Audit Policy at Higher Education. *International Journal for Educational and Vocational Studies*, 1(4), 290-293.

8. Rafikovna, S. A. (2021). Automated System Of Assessment Of Occupations In Higher Educational Institutions. *The American Journal of Social Science and Education Innovations*, 3(06), 226-229.

9. Safin, I. R., & Kharisova, F. I. (2017). Methodical aspects of internal audit concerning obligations of educational institutions. *QUID: Investigación, Ciencia y Tecnología*, (1), 1568-1577.

Assessment Policy

Deadline and Retaking Policy: Entries that fail to meet deadlines without good reason are evaluated at a lower grade (75% of the maximum possible score for the type of activity). Models are rearranged with the permission of the dean's office if there are good reasons (for example, sick leave).

Academic Integrity Policy: Writing during tests and exams is prohibited (including using mobile devices). Mobile devices are allowed to use only the preparation of practical tasks in the classroom. It is forbidden to publish (partially or completely) scientific (creative) results obtained by other persons as the results of own research (creativity) and / or reproduction of published texts of other authors without indication of authorship. For violation of academic integrity, applicants may be held subject to the following academic liability: re-assessment; re-passing the relevant educational component of the educational program; expulsion from an educational institution, deprivation of an academic scholarship; deprivation of tuition benefits provided by the educational institution, etc.

Attendance policy: Attendance is usually a compulsory component of education. If necessary (remoteness of the graduate student's place of residence or work) or for objective reasons (participation in an academic mobility program or conference, international internship, illness, etc.), the visit can be selective in agreement with the course leader. Undergraduate training is also provided online on the Moodle platform. Under the condition of dual education, the student has the opportunity to receive a positive assessment due to the implementation of planned tasks and IDPs. In any case, students are required to meet the deadlines set for all types

of work provided by the course. Missed classes can be completed at a specified time according to the schedule.

Assessment policy. Current and modular points (60 points) and final assessment (for example, exam no more than 40 points) are taken into account. This takes into account the attendance at classes and student activity during classes; inadmissibility of absences and delays for classes; use of a mobile phone, tablet or other mobile device during classes for non-learning purposes; copying and plagiarism; untimely performance of tasks. Students who do not have academic debt according to the results of the current control are admitted to the exam.

Assessment

The final grade for the course is calculated as follows:

Types of assessment	% from the final assessment
Module 1 (topics 1-4): interviews during classes tests, tasks, discussion of situations)	25
Module 2 - (topics 5-10) - oral and written interview, tests, problem lectures, models, presentations	25
Individual task	10
Exam - tests, tasks	40
Total	100

Distribution of points received by students

Content module №1					Total 1	Content module №2					Total	IND Z	Final control (exam)	Total
Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	For the module 1	Topic 6	Topic 7	Topic 8	Topic 9	For the module 2				
5	5	5	5	5	25	5	5	10	5	25	10	40	100	

Assessment scale: national and ECTS

For exam, course project (work), practice	ECTS assessment	Score on a national scale	
		For exam, course project (work), practice	For credit
90 – 100	A	excellent	credited
85-89	B	good	
75-84	C		
65-74	D	satisfactory	
60-64	E		
35-59	FX	Fail with a retake possibility	Fail with a retake

			possibility
0-34	F	Fail with compulsory course re-studying	Fail with compulsory course re-studying

Prerequisites

The effectiveness of mastering the content of the discipline will increase significantly if the master has previously mastered the material of such courses as: "Human Resource Management", "State Education Policy", "Theoretical and Applied Fundamentals of Management", "Legal Aspects of The Educational Institutions Management", " Systems of Management of Educational Institutions Quality and Competitiveness".

Course format

Blended - the discipline is supported in the Moodle system, has a structure, content, tasks and system evaluation. Blended Learning - teaching the course involves a combination of traditional forms of classroom learning with elements of e-learning, which uses special information technology, interactive elements, online counseling and more.

The materials of educational and methodical support are prepared for the syllabus:

- educational content (texts of lectures, presentations, videos, etc.);
- tasks for final control,
- e-learning in Moodle.