



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of the External Expert Commission work
assessing the compliance of the education programme
in the field of education **45.03.02 "Linguistics"**
in the Federal State Budgetary Educational Institution
of Higher Education "Pyatigorsk State University"
with the requirements of international accreditation standards

from 19 to 21 October 2020

*Independent Agency for Accreditation and Rating
External Expert Commission*

*Addressed to
Accreditation
Council of the IAAR*



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October 21, 2020

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(I) LIST OF SYMBOLS AND ABBREVIATIONS

PSU	Federal State Budgetary Educational Institution of Higher Education "Pyatigorsk State University"
EP	education programme
MPEP	major professional educational programme
AC	academic curriculum
RW	research work
QMS	quality management system
AS	academic staff
EDMS	electronic document management system
MM	mass media
SPT	student population tracking
EMCD	educational and methodical complex of the discipline
IWST	independent work of student with teacher
JSC	joint-stock company
SPU	state public utility
HE	higher education
SRW	student research work
SRS	Student Research Societies
EAAA	external assessment of academic achievements
SEC	State Examination Commission
WC	working curriculum
ACPD	academic course programme of the discipline
RI	research institute
RC	research centre
ES	emergency situation
EMCS	- educational and methodical complex of specializations
IC	individual curriculum
CED	catalogue of elective disciplines
CAR	collection of assessment resources
FSES	Federal State Educational Standard
HE	higher education
EMB	Educational and Methodological Board
EIEE	electronic information and educational environment
JI	Judicial Institute
IWS	independent work of students
AS	academic staff
EEC	External Expert Commission
EO	educational organisation

(II) INTRODUCTION

In accordance with Order No 85-20-ОД dated 07.10.2020 issued by the Independent Agency for Accreditation and Rating, the External Expert Commission during the period from October 19 to October 21, 2020 carried out the assessment procedure for the compliance of the Federal State Budgetary Educational Institution of Higher Education "Pyatigorsk State University" with the "Standards and Guidelines for the International Accreditation of Foreign Educational Organisations and Education Programmes (based on ESG)".

The report of the External Expert Commission (EEC) contains an assessment of the compliance of the FSBEI "Pyatigorsk State University" activities with the IAAR criteria as part of international accreditation, and recommendations of the EEC for further improvement of the parameters of the specialized profile.

Composition of the EEC:

1. Chairperson of the Commission - Aigul Ermekovna Bizhkenova, D. Sc. (Philology), Professor, Head of Chair of Foreign Philology in L. N. Gumilyov Eurasian National University;
2. Foreign expert - Sousana Michailidou, Ph.D, Professor, Vice Chancellor for Academic Affairs at Webster University Athens Campus;
3. Foreign expert - Tatyana Vasilyevna Shevyakova, D. Sc. (Philology), Professor, Kazakh Ablai Khan University of International Relations and World Languages;
4. National expert - Anna Igorevna Rosenzweig, Cand. Sc. (Law), Head of the Internal Control Department of Samara National Research University;
5. Foreign expert - Gulbakhyt Zholdasbekovna Menlibekova, D. Sc. (Education), Professor of Chair of Social Pedagogy and Self-knowledge of L. N. Gumilyov Eurasian National University;
6. Employer - Anastasia Nikolaevna Kravtsova, Cand. Sc. (Law), Deputy Director of the Department "Centre for Legal Assistance and Mediation" of the Union "Moscow Chamber of Commerce and Industry";
7. Student - Saglam Khakan-Kharun, a Pedagogy student of Kazan Innovative University;
8. Observer from the Agency - Gulfiya Rivkatovna Nazyrova, Cand. Sc. (Economics), Project Manager of the Agency.

The work of the EEC was carried out online.

(III) PRESENTATION OF THE EDUCATIONAL ORGANISATION

The Federal State Budgetary Educational Institution of Higher Education "Pyatigorsk State University" has a long and rich history. The university was founded on September 1, 1939 by Decree No 347 of the Council of People's Commissars of RSFSR dated 7 July 1939 as Pyatigorsk Four-year Pedagogic Institute, which was reorganized into Pyatigorsk Pedagogic Institute of Foreign Languages by Decree No 662 of the Council of Ministers of RSFSR on 2 June 1961.

On April 14, 1995 Pyatigorsk State Pedagogic Institute of Foreign Languages was renamed into Pyatigorsk State Linguistic University by Order No 191 of the Ministry of Education of the Russian Federation.

On October 25, 2002 Pyatigorsk State Linguistic University was listed in the Unified State Register of Legal Entities as State Educational Institution of Higher Professional Education "Pyatigorsk State Linguistic University", which was renamed into the Federal State Budgetary Educational Institution of Higher Professional Education "Pyatigorsk State Linguistic University" by Order No 1688 of the Ministry of Education of the Russian Federation dated May 23, 2011.

By Order No 566 of the Ministry of Education and Science of the Russian Federation of May, 13th 2016 the Federal State Budgetary Educational Institution of Higher Professional Education "Pyatigorsk State Linguistic University" was renamed into Federal State Budgetary Educational Institution of Higher Education "Pyatigorsk State University".

PSU operates under the valid Licence No 2213 for Educational Activities dated June 20, 2016. series 90JI01 No. 0009253.

As at September 2020 the population of students at the university was 4,500.

The high level of the university's quality management system was verified by a Russian certification in 2007, and by an international certification in 2009. In 2008 the University began issuing European Diploma Supplements to its graduates' diplomas.

The education programme 45.03.02 "Linguistics" was introduced by the Order No 940 of the Ministry of Education and Science of Russia dated 07/08/2014 "On approval of the Federal State Educational Standard of Higher Education in the Field of Education 45.03.02 "Linguistics (Bachelor's Degree)".

This EP is implemented at the Institute of Foreign Languages and International Tourism, the Institute of Translatology and Multilanguage Studies, and the Institute of Roman-Germanic Languages, Information and Humanitarian Technologies by the following degree-granting chairs: English and Professional Communication, German Studies and Intercultural Communication of IRGLIHT, Spanish Studies and Intercultural Communication of IRGLIHT, French Philology and Intercultural communication of IRGLIHT, Oriental Languages and Cultures, West European Languages and Cultures of ITMS, Theory and Practice of Translation / Interpreting of ITMS, Theoretic Linguistics and Intercultural Communication Practice of IFLIT, Linguo-communicativistics and Applied Foreign Languages of IFLIT, and Experimental Linguistics and Intercultural Competence.

As on October 19, 2020 the student population of the EP "Linguistics" (bachelor's degree) is 788 people.

The duration of study is 8 semesters.

In February 2020 the EP "Linguistics" implemented at the FSBEI HE "PSU" was successfully accredited by the Federal Service for Supervision in Education and Science of the Russian Federation for a period of six years (February 26, 2020 - February 26, 2026).

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

The education programme 45.03.02 "Linguistics" is undergoing the international accreditation procedure for the first time.

(V) DESCRIPTION OF THE EEC VISIT

The work of the EEC was carried out on the basis of the approved and pre-agreed programme of the IAAR Expert Commission visit as part of the international accreditation of education programmes (based on ESG) of the Federal State Budgetary Educational Institution of Higher Education "Pyatigorsk State University" in the period from October 19 to October 21, 2020 online via ZOOM.

In order to coordinate the work of the EEC, on October 18, 2020 an introductory meeting for EEC experts was held. During the meeting tasks were allocated among the Commission members, the visit schedule was clarified and agreement on the choice of examination methods was reached.

In order to obtain unbiased information about the university activities, EEC members used such methods as visual examination (video), observation, interviewing employees of various structural units, teaching staff, students, graduates and employers, as well as surveys of the teaching staff and students.

All necessary conditions for the work of the EEC were created, and access to all necessary information resources was provided. EEC meetings with the target groups were held in accordance with the programme of the visit within the agreed time limits.

According to the programme of the visit, a video tour of the University was held, during which the experts learned about the material and technical resources of the University, saw the Institutes, High Schools and Chairs that implement the accredited education programmes, as well as the scientific library and other facilities of the University.

During its work the EEC was provided with video footage of practical training placements in EP 45.03.02 "Linguistics", among them: the Professional Translation Agency "Angira", the Association of translators and editors of subtitles "Eurasian Subtitlers' League, the Travel Company LLC "Leto", the LLC "Elena-Tour", the Municipal Budget Educational Institution Secondary Comprehensive School with Advanced Study of Certain Subjects No. 29 "Garmoniya", Pyatigorsk; the Municipal Budget Educational Institution Secondary Comprehensive School No. 1. with Advanced Study of Certain Subjects, named after M. Yu. Lermontov, Pyatigorsk, etc., which comply with all specializations of the accredited EP.

On October 20, 2020 the EEC members attended a number of online classes on the specializations and disciplines of the EP "Linguistics" including:

10.10 11.40 Practical Course of Translation / Interpretation of Second Foreign Language (English) (311-17 ПИП.Кит, 4th year), teacher: **Tatiana Aleksandrovna Tsybina** - lecturer of the Chair of Theory and Practice of Translation / Interpretation of ITMS, the lesson topic: "Special aspects of sight interpretation";

12.20 13.50 Workshop on Professionally Oriented Speech In First Foreign Language (German) (311-17 ТИП, 4th year), teacher: **Margarita Yevgenyevna Morozova** – Cand. Sc. (Philology), professor of the Chair of German Studies and Intercultural Communication of IRGLIHT, the lesson topic: "Operational marketing".

(VI) COMPLIANCE WITH INTERNATIONAL ACCREDITATION STANDARDS

6.1. ESG Part 1. Standard 1. QUALITY ASSURANCE POLICY

Evidence

Strategic, tactical and operational activities of the university are reflected in the planning, reporting and regulatory documents of the PSU. The quality policy is reflected in the Programme of Strategic Development of FSBEI HE "PSU" for the period of 2019 - 2025; Strategy 2050 of PSU, etc., which are the basis of the university's strategic management. The quality policy is contained in the documents posted on the University's website (<https://pgu.ru/>).

The high level of the university's quality management system was verified by a Russian certification in 2007, and by an international certification in 2009. In 2008 the University began issuing European Diploma Supplements to its graduates' diplomas.

PSU has established the Department for Education Quality Formation and Assessment, whose main purpose is the systematic work on creating and consistent monitoring of conditions contributing to the enhancing of the educational process quality in the University.

PSU has developed a fundamentally new approach to the education quality management in accordance with the requirements set out in the Letter No 05-436 of the Ministry of Education and Science of the Russian Federation dated 15/02/2018 "Methodological recommendations for organizing and conducting internal independent education quality assessment in higher education institutions for the bachelor's, specialist's and master's programmes".

In the academic year 2019-2020 the Department for Education Quality Formation and Assessment (hereinafter Department) continued active implementation of the recommendations given in the above mentioned letter. So in December 2019 a scheduled online survey "Teachers through Students' Eyes" was held at the University, as well as a study of students' satisfaction with the quality of the educational process, which was also one of the tools preparing the university for a comprehensive accreditation. A survey was also conducted as part of the reporting procedure for Heads of Chairs (L. A. Gorokhova, Chair of Theory and Practice of Translation / Interpreting of ITMS; V. V. Yelkin, Chair of Linguo-communicativistics and Applied Foreign Languages of IFLIT; T. A. Shiryaeva, Chair of English Language and Professional Communication), as well as for the Directors of Institutes / High schools (E. N. Pronchenko, IRGLIHT). The results of these surveys revealed a number of difficulties and key directions for further improvement of the educational process.

The Department conducted an online survey "Teachers through Students' Eyes" at the end of the academic year 2019 - 2020 (May - June), adapted to the realities of distance learning. The practice of receiving feedback is becoming an important element of the university's work, and similar surveys will be held twice a year.

The university annually conducts audit procedures for staffing, material and technical support of the educational process. As a part of the independent external education quality assessment conducted by the Ministry of Science and Higher Education of the Russian Federation, the Department of Education Quality Formation and Assessment together with the Department for the Formation of Social Competencies, Civic Education and Training of Graduates for Employment and Future Careers conducted a survey of 2017-2019 graduates as well as a survey of employers. The study involved 456 graduates and 25 employers' organisations in the academic year 2017-2018, and 388 graduates and 25 employers' organisations in the academic year 2018-2019. Based on the results of the analysis corrective actions have been planned and taken by career managers of Institutes and Higher Schools with due regard for the individual professional competencies of graduates.

The University strengthens links with employers. Thus, in the academic year 2019-2020 topics of graduation theses, as well as plans for cooperation in all types of practical training, were agreed with the employers; joint career guidance activities have been planned, and meetings with professionally successful alumni have been scheduled. The recommendations of the Training Centre "5 iz 5" (Pyatigorsk) provided the basis for the graduation thesis "The lexico-semantic field "Clothing" and its characteristics in the Spanish language: didactic aspect" (author: V. V. Belevtseva, research supervisor Associate Professor N. I. Filatova,

2019).

10% of the content of each EP is implemented by representatives of employers. For instance, the employer A. Yu. Bagiyan (Deputy Director of the LLC "North Caucasus Examination Center") teaches such courses as "Practical Course of First Foreign Language" and "Practical Course of Second Foreign Language". Along with this, master classes are held on a regular basis by representatives of the business community, employers, graduates and representatives of partner research and educational organisations. For instance, in November 2019 Dr. A. Plontke-Lüning, a representative of the University's academic research partner - the Friedrich Schiller University (Germany), gave an open online class "Das Humboldt - Forum in Berlin. Geschichten und Funktionen" (link to the lesson: https://pgu.ru/open/?ELEMENT_ID=355128).

The university regularly monitors the quality of student training, improves professional skills of teaching and research staff through professional development courses in such structural units as the Institute of Integrated Higher and Postgraduate Education Programs, the Multilevel Innovative Life-long Learning Academy, as well as through domestic and foreign internships in partner universities. Chairs and Research and Educational Innovation Laboratories conduct seminars where relevant aspects of the educational programmes implementation are discussed, including seminars with the participation of employers.

The University's favourable managerial, technical and regulatory conditions for the implementation of educational process with the use of e-learning and distance educational technologies, prompt technical support of the Department for Informatization, good teamwork of Institutes and Chairs, and methodological support of the Educational and Methodological Department, - all these ensure continuity of the educational process, including interim assessment and state final certification.

In the academic year 2019-2020 the Educational and Methodological Department and the Department for Informatization updated the methodological and technical infrastructure of the point-rating system of student's competencies assessment in the electronic information and education environment, which was an absolute advantage for PSU when in March 2020 the University had to switch to online learning during the period of restrictive measures.

Considerable efforts are being made to promote the informatisation and automation of the education process management using modern software (1C-University, 1C "PLANY") The curricula of education programmes have been updated, and transition to an optimized system of interim assessment has started since the academic year 2020-2021. The staff of the Educational and Methodological Department give training webinars in the EIEE for EP leaders on methodological support of education programmes.

The commitment to ensuring the quality of education in the university is also reflected in the international activities of the university. Thus, for the implementation of EP 45.03.02 "Linguistics", agreements on network cooperation, exchange education and implementation of two-degree programs were signed with a number of universities and organisations in France, Italy, United Kingdom, Germany, Spain, Poland, Belgium, Austria, China and other countries. Since 2009 the Chair of German Studies and Intercultural Communication together with the Centre of German Language and Culture have been implementing an exchange education programme with St. Pölten University of Applied Sciences (Austria). An agreement was also signed with the Belgian University of Liege where teachers and students of the Chair of French Philology and Intercultural Communication do internships.

Over the past 3 years a number of lecturers from partner organisations have worked at the university: Sara Pau Molina, Nuria Galan Sosa and Claudia Castanedo Vega – in the context of cooperation with the Spanish Agency for International Development Cooperation; Marlis Wenzel and Sabine Corin – under a cooperation agreement with the German Academic Exchange Service DAAD; Eduardo Mera de Oliveira – under a cooperation agreement with the University of Cadiz (Spain). In 2018 Jean Jan Bi Grumio, a lecturer from the University of Mons (Belgium), worked at PSU as a trainee teacher.

Analysis

During its visit the EEC conducted a detailed analysis of the compliance of the accredited EP with the requirements of the modern education market and effective functioning of education programmes, aimed at students and all stakeholders of the educational process.

The content and form of the EP, as well as the decisions made by the EP leaders are regulated by the strategic and regulatory documents of the educational organisation.

The content and meaning of the assessment criteria of the Quality Policy Standard demonstrates that PSU

makes efforts to improve quality of various types of activities. The university has demonstrated a university-wide quality concept for each activity, but the fundamental principles of the quality policy are fragmented and set out in different documents, which makes them difficult to understand. The university does not have a single document that reflects the quality policy and goals.

The presented materials confirm that the university has mechanisms for participation of third-party institutions or stakeholders in the development and implementation of quality policy, as well as interaction between the business community, the scientific community, academic staff and students. However, the role of students in this process is not sufficiently shown.

In addition to it the competencies and decision-making processes of the bodies involved in the development of the EP are not clearly defined; the results of assessing the satisfaction of main stakeholders with the quality policy are not sufficiently shown.

The introduction of digital technologies in the organisation and implementation of the educational process, modern technical and regulatory conditions for its implementation with the use of e-learning and distance learning technologies, and operational technical support of the Department for Informatization have ensured the availability and transparency of information on the educational process for students.

The EP leaders demonstrated the successful functioning of the internal quality assurance system, including its design, management and monitoring, their improvement and fact-based decision making.

The Commission notes the implementation of international cooperation, academic mobility and two-degree programmes as part of the accredited EP, which contributes to improving the quality of professional training of bachelor's students, the competitiveness of graduates of this EP and the university's entry into the world educational space.

It should be emphasized that according to the results of the survey, the University teaching staff highly commends the University management's attention to the content of the EP. Thus, 69% of respondents assessed the level of attention given by the University management to the content of the education programme as "very good", and 31% as "good".

The survey of the academic staff during the IAAR visit to the University showed sufficient openness and accessibility of the management for instructors: 72.4% of respondents rated it as "very good", and 27.6% as "good", which confirms that the university has a well-arranged communication system.

Strengths / best practices

- development and implementation of a quality policy with the active assistance of the entities concerned and involvement of internal and external stakeholders;
- accessibility and transparency of information on the learning process for students and other stakeholders.

The recommendations of the EEC

1. To enhance the quality policy in the context of the academic activities of Chairs, structural units and leaders of education programmes, as well as the university as a whole, and clearly establish common requirements, principles and mechanisms of internal and external assessment in a regulatory document.

Conclusions of the EEC on the criteria for the EP 45.03.02 "Linguistics": ESG Part 1. Standard 1. QUALITY POLICY - satisfactory

6.2. ESG Part 1. STANDARD 2. DEVELOPMENT AND APPROVAL OF THE EDUCATION PROGRAMME

Evidence

The implementation and development of accredited EPs is determined by the mission, vision, development strategy of the University, as well as plans for the development of education programmes.

The mission of the University is to train universal and unique specialists - transformative leaders and innovators having advanced personal and professional competence, the ability to manage innovations and

social transformations, and extensive foreign language skills.

The implementation of EP in the field of education 45.03.02 "Linguistics" is aimed at training well-rounded, qualified and competitive specialists with a broad scientific outlook and profound knowledge in linguistics and intercultural communication with professional knowledge of foreign languages. The EP in the field of education 45.03.02. "Linguistics" is implemented in specializations: Theory and Methods of Teaching Foreign Languages and Cultures, Theory and Practice of Intercultural Communication, and Translation / Interpretation and Translatology.

The goals, principles of the development of the EP, regulatory documents and internal procedures of FSBEI HE "PSU" are aimed at creating training programmes that are unique and relevant for the modern educational space of the Russian Federation, aimed at meeting the needs of the region in highly qualified specialists.

The development of the EP is carried out jointly with the Department of Educational Programmes, Educational and Methodological Support, and under its constant supervision.

The leader of EP, who performs his/her duties on the basis of the "Regulation on the Leader of the Major Professional Educational Programme", is responsible for the development of the EP. Chairs that are involved in the learning process in this field of education, as well as representatives of employers, participate in the development of the EP.

The EP is agreed with:

- the Director of the Institute that provides training in the relevant field;
- the Head of the Educational And Methodological Department;
- the Vice-Rector for Academic Policy, Education Quality Control, and Informatization.

Each EP is accompanied by an expert report (review) of the educational programme and its components written by an employer.

The major professional educational programme is approved by the Academic Board of the University.

In the course of training, students develop professional skills and abilities relevant for their future professional activities in accordance with the given specialization, and professional qualities compliant with the non-technical, general professional and professional competencies in the field of education "Linguistics"

To achieve this goal and perform the mission, academic course programmes are updated annually: the list of disciplines to be mastered by students is updated; the amount of training hours allocated to a particular type of educational activity is adjusted; the set of disciplines of the student's choice is changed as well as the set of optional disciplines; the staff of the program are updated annually including the leaders of EP.

The academic course programmes include sections that take into account the regional characteristics of the professional activities of graduates and the needs of employers; certain programmes of academic disciplines are based on the research results obtained within the framework of Research and Education Centres, Research and Educational Innovation Complexes, and Research and Educational Innovation Laboratories. So, the EP in the field of education 45.03.02 "Linguistics" (Theory and Practice of Intercultural Communication (Four Foreign Languages) is based on the scientific concept of Professor N. V. Baryshnikov "The Didactics of Multilingualism". The works of Prof. A. A. Kornienko on the narratology of text and discourse studies by Prof. T. A. Shiryaeva are widely used as part of the academic course "Theory of Text and Discourse" (specializations "Theory and Practice of Intercultural Communication" and "Theory and Methods of Teaching Foreign Languages and Cultures").

The professional skills and responsibility of linguistics students are demonstrated during their practical training and are acknowledged in commendations of various levels.

The academic course programmes of academic disciplines are further implemented through providing methodological and linguistic advice in context of interaction with the educational cluster of the Caucasian Mineral Waters region, Stavropol Krai and South of Russia, implementing projects at the request of employers, developing and commercializing innovative products that are presented at the online showcase of the University <https://pgu.ru/store/catalog/open/>, and at various national educational fairs and forums.

The EP includes such disciplines as "Laboratory of Service Activities, Volunteerism, Innovative Design and Entrepreneurship" and "Applied Models of Innovative Design and Entrepreneurship in Professional Sphere" aimed at developing competencies for the implementation of innovative commercial projects.

The collections of assessment resources exist for all academic disciplines and types of educational

activities. Procedures for assessing the level of knowledge, skills and abilities of students are available in electronic form in the intra-university electronic information and education environment EDU.PGU: <http://edu.pgu.ru> and on the PSU website at: <https://pgu.ru/sveden/education/opop/>; in students' personal accounts.

Students undergo an independent quality assessment of their training in the form of initial assessment of their knowledge; interim assessment of the results of practical training (employers included in the certification commission); the results of the graduation theses research, as well as participation in project work; the results of the State Final Certification, in accordance with normative documents of higher education of the Russian Federation.

E-learning elements are used in the implementation of the accredited EP, distance learning technologies being widely involved: interaction with students is carried out through the electronic information and education environment EDU.PGLU where all students have personal accounts of their own; it also includes the automated information system for recording extracurricular activities "Activist's Card" and the system of open online resources <https://pgu.ru/store/>

The HEI has developed and is improving the system of methodological and pedagogical support of the educational process. Registration of innovative pedagogical technologies is carried out by the Educational and Methodological Department in accordance with the Regulation on Educational and Methodological Management. During the reporting period, 22 innovative technologies were registered by the Educational and Methodological Department in 2017, 25 in 2018, 25 in 2019, and 31 in 2020, including visualization lectures, educational quests, binary lectures, business and simulation games and games developing critical thinking. These principles, technologies, methods and goals of the EP are reflected in syllabuses, academic course programmes, educational and methodological complexes of disciplines, and annual reports of chairs involved in the learning process.

The academic mobility of students is implemented within the framework of the accredited EP. From 2017 to 2020, 43 students took part in the "semester-based inclusive training" programme at partner universities.

The EP of the field of education 45.03.02 "Linguistics" has an additional specialization - a double degree, which is regulated by the Regulation on iNternational Education Programmes of Two Degrees with the University of Limoges (France). During the reporting period, 5 students studying in the field of education "Linguistics" joined this programme.

Analysis

Development and approval of the EP is carried out in accordance with the academic policies, procedures, quality assurance, and standards for implemented programmes aimed at building the professional competence of the individual, corresponding to the national qualifications framework in higher education and the qualifications framework in the European Higher Education Area.

The EP is aimed at improving and implementing competence-based education. The EP emphasises the clarity and consistency of the process of building the content and forms of education. The algorithm for discussing and approving the EP is consistent with the approved standards.

According to the survey results, the support of the University and its management in the development of new education programmes was rated by the academic staff as "very good" (44.8% of respondents) or "good" (55.2% of respondents).

The EP has internal integrity; and the balance between its theoretical and practical parts, as well as the self-study part, is observed. It should be emphasized that the content of the modules, all types of practical training and the graduation theses are aimed at achieving the goals of the EP and the acquisition of professional and non-technical competencies by students.

The EP is regularly reviewed. The content of the disciplines of the accredited EP reflects the achievements of modern science, which ensures the proper quality of the EP. At the same time, the Commission notes that the submitted documents do not clearly define the characteristics of the individual distinctiveness and uniqueness of the accredited EP.

There are three types of practical training in the EP "Linguistics": basic professional skills training, practical training for obtaining professional experience and pre-graduation practical training. All types of practical trainings are organised on the basis of agreements (bilateral or trilateral) on cooperation with organisations and enterprises. In

addition, students of the education programme 45.03.02 "Linguistics" annually participate in extra on-the-job practical training, for example, in the cruise companies "Vodohod", "Mosturflot", "Orthodox", the PSU Department of International Relations, ICC "Artek", the summer language camp "Linguist", as well as on the basis of the technological platform "CREATECH".

However, according to the curriculum of the EP, all mandatory practical training is scheduled for the 8th semester, which doesn't seem to be entirely expedient and logically justified, since the practical training involves the use of theoretical knowledge and the consolidation of skills and abilities which are necessary for effective professional activity. According to the External Expert Commission, it would be justified to distribute the practical training over several semesters.

Despite the existence of academic mobility programmes, double degree programmes and international cooperation in the field of research (foreign internships of students and academic staff, participation of academic staff in international scientific conferences), according to students, the accredited EP does not fully provide students with the opportunity to participate in such programmes. In the interview with the members of the External Expert Commission, the students of the EP "Linguistics" expressed a wish for further expansion of international cooperation in the field of academic mobility and double degree programmes.

According to the results of the survey, the majority of respondents positively assessed the compliance of students' knowledge obtained at this University with the realities of the modern labour market requirements, at the level of "very good" - 69%, "good" - 27.6%, "relatively bad" - 3.4%; at the same time, 48.3% of respondents gave high appraisal to the orientation of education programmes/training programmes to building students' skills of situation analysis and prediction.

Strengths / best practices

- a clear algorithm for developing and approving education programmes;
- active participation of employers in the process of design and development of the EP;
- regularity of external assessment of the EP;
- compliance of the content of the implemented EP with the qualification requirements for the bachelor's degree of the Federal State Educational Standard of Higher Education of the Russian Federation

The recommendations of the EEC

1. The heads of education programmes should give more attention to a clearer highlighting of the uniqueness and specificity of the EP content with an emphasis on the research component and other distinctive features.

2. In order to optimize the processes of mastering and consolidating professional skills and competencies, it is advisable to plan all types of practical training described in the education programme "Linguistics" over several semesters, instead of just one semester.

3. Continue to expand the programmes of outgoing and incoming academic mobility of students and academic staff.

EEC conclusions on the criteria for the EP 45.03.02 "Linguistics": ESG Part 1. Standard 2. DEVELOPMENT AND APPROVAL OF THE EDUCATION PROGRAMME - satisfactory

6.3. ESG Part 1. Standard 3. STUDENT-CENTRED LEARNING AND ACADEMIC PERFORMANCE ASSESSMENT

Evidence

In the FSBEI HE "PSU" students are the main participants in the implementation of education programmes, so their interests, wishes, and suggestions are taken into account when assuring the quality of the learning process.

In the course of student-centred learning and teaching, the University guarantees respect and attention to different groups of students and their needs. The EP management guarantees equal opportunities for students, regardless of the language of instruction, to form an individual educational trajectory aimed at developing

professional competence.

Along with basic general education disciplines of the mandatory component, the modular education programmes and individualized education programmes of the accredited EP include elective courses, which are aimed at developing the necessary professional competencies. Elective courses are chosen by students themselves in accordance with their interests and requests.

In order to provide student-centred learning at the chairs that are involved in the implementation of the accredited EPs, various methods and technologies are used that take into account the variety of forms of information acquisition (problem methods, cinquain, insert, brainstorming, business games), study and revision of the new material in an interactive lecture (conversation lecture, discussion lecture, lecture with analysis of cases, press conference lecture, mini-lecture), heuristic conversation, project development (project method), training sessions, and case study method.

Assessment and analysis of the results of using various teaching methods can be seen in the academic staff personal accounts in the section "Analytics", subsection "Questionnaire. "Teachers through Students' Eyes". The data are analysed by the Department of Education Quality Formation and Assessment and the Vice-Rector for Academic Policy, Education Quality Control, and Informatization.

The University has a procedure for reviewing complaints and appeals of students, which is implemented orally or in writing through the Rector's e-mail, the Rector's electronic reception (<https://pgu.ru/information/staff/gorbunov.php>) or an appointment for personal matters.

In the PSU, consistency, transparency and objectivity of the assessment mechanism for learning outcomes are ensured in all linguistic education programmes within the framework of the EP 45.03.02 "Linguistics". The procedure for assessing the level of students' knowledge is designed in accordance with the planned learning outcomes, and is based on clear criteria that are available to students in electronic form in the edu.pgu.ru. The procedure for conducting exams and tests is reflected in the collections of assessment resources, as well as in the regulatory documents of FSBEI HE "PSU" (Regulation on the Procedure for Conducting Continuous and Interim Assessment of Academic Performance of Students Who Master Educational Programmes of Higher Education - Bachelor's, Specialist's and Master's Programmes).

The conditions for the examination of students, including students with special needs, are detailed in the Regulation on the Procedure for Conducting Continuous and Interim Assessment of Academic Performance of Students Who Master Educational Programmes of Higher Education - Bachelor's, Specialist's and Master's Programmes (https://pgu.ru/information/docs/?ELEMENT_ID=6307). Examinations for students with special needs are conducted with the support of the Resource Centre of Inclusive Education, which operates at the University. Employees of the Centre have developed supporting materials for working with people of this category. All academic course programmes include a section on the work and organisation of certification procedures for students with disabilities. The Institute has specially equipped classrooms supplied with the necessary equipment (depending on the nosology).

The appeal procedure on continuous and interim assessment is performed in accordance with the Regulation on the State Final Certification of Students in Major Professional Educational Programmes of Higher Education - Programmes for Training Research and Academic Staff in the Postgraduate School of PSU (https://pgu.ru/information/docs/?ELEMENT_ID=135581).

One of the tools for the assessment of educational, research, sports and other achievements is the "PSU Activist's Card", which is used to form a student's portfolio. Based on the rating of students in the "PSU Activist's Card", a list of students invited to the Rector's and Pro-Rector's Best Student Award receptions is formed annually. According to the number of invitations to Rector's receptions, the best students are included in the "PSU Golden Fund".

Student-centred learning is put into practice through a set of measures at different levels:

- career managers build individual educational trajectories of students, taking into account their wishes, aspirations, psychological characteristics and professional qualities.
- the students' academic opportunities are also individualized due to the possibility of choosing academic disciplines and electives within the structure of the basic curriculum.
- today the University provides a whole range of additional academic opportunities for building an individual educational trajectory (participation in the activities of Language and Culture Centres, in the work of the Volunteer Centre, discussion clubs, studios, etc.).

In February 2020, a number of centres for the development of students were created: the Centre for the Development of an Innovative System of Building Social Competencies, Civic and Patriotic Education of Students; the Centre for Corporate Education, Internship, Practical Training and Assessment; the Centre for Organisation of Students and Graduates' Employment and Implementation of Project, Competitive and Auction Activities, the Centre for Implementing Federal Volunteer programmes and Developing Students' Competencies through Volunteering; the Centre (Association) of Career Management System and Building Innovative and Transformative Trajectories of Training for Students and Graduates of PSU / PSLU / PSPIFL.

The results of a student survey showed that students of the accredited EP mostly express complete satisfaction with:

- the quality of teaching in general (82.8%);
- quick response to feedback from teachers regarding the educational process (65.5 %);
- teaching methods in general (75.9 %);
- objectivity of assessment of knowledge, skills and other educational achievements (79.3 %);
- objectivity and fairness of teachers (75.9 %)
- timeliness of assessment of students' academic achievements (72.4 %).

Analysis

The information provided in the self-report of EP 45.03.02 "Linguistics" was mostly confirmed during an online visit to the EEC.

The accredited EP provides equal opportunities for students to build an individual educational trajectory, taking into account their needs and capabilities. The results of studying elective courses show stable positive dynamics in the acquisition of the content of programmes focused on building professional competencies of students.

When implementing the learning process, the University focuses on independent activity and reflection, increasing personal responsibility for learning outcomes.

There is a shift of emphasis in the educational process from teaching to learning as an active educational activity of students, which is the basis of student-centred learning. During meetings with academic staff and visits to classes, the Commission ascertained that instructors regularly take professional development courses in modern teaching methods. The academic staff has mastered and actively uses new teaching methods.

Experts note that the academic staff of the chairs create favourable conditions for the acquisition of disciplines. It is shown that there is a fairly effective feedback between the academic staff and the University management, and students. The University conducts systematic work to assess the students' satisfaction with the content, methods and technologies of training, as well as the performance evaluation system.

However, the Commission makes a point that the academic staff of the chairs involved in the implementation of EP 45.03.02 "Linguistics", should conduct more active research of their own on teaching methods in the framework of the EP in the context of student-centred learning.

In general, the materials of the self-assessment report on EP 45.03.02 "Linguistics", observations and conclusions made during the online visit of the EEC, allow to state the proper level of implementation of student-centred learning processes in the EP.

Strengths / best practices

- the focus of the EP on encouraging students to participate actively in the learning process;
- availability of a feedback system for the use of various teaching methods and assessment of learning outcomes;
- consistency, transparency and objectivity of the University's system for the assessment of the results of the implemented EP.

The recommendations of the EEC

1. It is recommended to organise on a larger scale professional development courses for academic staff on e-learning technologies, distance learning, and on education management for leaders of education programmes.

EEC conclusions on the criteria for EP 45.03.02 "Linguistics": 6.3. ESG Part 1. Standard 3. STUDENT-CENTRED LEARNING AND ACADEMIC PERFORMANCE ASSESSMENT - satisfactory

6.4. ESG Part 1. Standard 4. ADMISSION, ACADEMIC PERFORMANCE, RECOGNITION AND CERTIFICATION OF STUDENTS

Evidence

The admission of applicants to the University is carried out in accordance with the FSBEI HE "PSU" Admission Regulations for Applicants to Higher Education Programmes - Bachelor Programmes, Specialist Programmes and Master Programmes.

Career guidance and build-up of the student population is based on a well-founded system of forms, methods and means of professional selection of applicants for the education programmes of the corresponding specialization. As part of the career guidance work, information and advertising materials for applicants (booklets and leaflets of Chairs) are developed annually. Open days and excursions around PSU are organized, which are widely covered in various media. Information about the institutes and chairs that provide training in EP 45.03.02 "Linguistics" is available on the University's website. There are such annual events as the summer language camp "Linguist", which operates on the basis of the technological platform "KREATEKH" at the Institute of Roman-Germanic Languages, Information and Humanitarian Technologies; language competitions in second foreign languages among school students of Pyatigorsk; meetings of university staff and students with high school students of the Caucasus Mineral Waters region, Stavropol Krai, KBR, KCR and North Ossetia.

In 2018, the project "Manage Your Education" was launched at the University, which involves senior students who visit secondary schools in the North Caucasian Federal District to present the education programmes of Pyatigorsk State University.

Currently, the population of students of the EP "Linguistics" is 788 people, including:

Year	Theory and Methods of Teaching Foreign Languages and Cultures		Theory and Practice of Intercultural Communication			Translation / Interpretation and Translatology
	IRGLIHT	IFLIT	IRGLIHT	IFLIT	Four Foreign Languages	
1st year	23	25	28	45	14	77
2nd year	18	37	36	45	9	70
3rd year	-	28	47	41	11	56
4th year	17	31	39	24	10	57
TOTAL	58	121	150	155	44	260
788						

The University recognizes prior learning outcomes and qualifications. Recognition of learning outcomes when transferring students is carried out in accordance with Regulation No. 85 (Regulation on the Procedure for Credit Transfer and Re-evaluation of Disciplines - https://pgu.ru/information/docs/?ELEMENT_ID=173859) and Regulation No. 93 (Regulation on the Procedure for Transferring Students from Other Educational Institutions from One Field of Education (Speciality) and Specialization to Another Field of Education (Speciality) and Specialization, and for Readmission to FSBEI HE "PSU" - https://pgu.ru/information/docs/?ELEMENT_ID=32129). Students' professional achievements are recorded in Student Portfolios and Activist Cards.

The academic performance indicators of students in the field of education 45.03.02-Linguistics 2019-2020 (summer examination period) are shown in the table:

Student Assessment	Indicator	Theory and Practice of Intercultural Communication	Theory and Practice of Intercultural Communication (Four Foreign Languages)	Theory and Methods of Teaching Foreign Languages and Cultures	Translation/ Interpretation and Translatology:
indicators of interim assessment	quality of academic performance	86 %	93 %	92 %	91 %
	absolute academic performance	100 %	100 %	100 %	100 %
	relative academic performance	100 %	100 %	100 %	100 %
results of the State Final Certification	average score	4.7	4.7	4.8	4.8

The chairs are actively working to identify gifted students. Students take part in research work. The results of student research were repeatedly presented at international and all-Russian competitions, where linguistics students won prizes. For instance, in 2017 bachelor degree students in linguistics won 6 significant international awards (the III International Competition of Graduation Theses "Young Leaders-2017", the IV International Competition of Graduation Theses "Young Leaders-2017", (research supervisor Associate Prof. N. S. Shavkun)); in 2018 students received 9 high awards and commemorative prizes, in 2019 they picked up 9 awards, in 2020 (before September 1) student research projects took 5 awards in such competitions as the All-Russian Competition of Research and Methodological Papers "Science, Innovation, Creativity" in Biysk (research supervisors Prof. A. G. Keleinikova and Associate Professor E. G. Ten), the All-Russian Online Competition of Student Projects "Professional Tomorrow" (research supervisor Associate Professor E. G. Ten), and others.

As part of student research societies' work, research projects are created and submitted for participation in the annual competition "Innovative Potential of University Youth". Every year, projects completed by students of the EP "Linguistics" take first or prize places: "The Narrative Structure Game" (Lazaryan L., research supervisor Prof. Kornienko A. A.), "School of Multilingualism" (Volkova Y., Khalilova D., Malyar U., research supervisor Associate Prof. Ivanova O. A.), "Techniques of Critical Thinking in Teaching Reading in French" (Saleh A., research supervisor Associate Prof. Ten E. G.), "Modern Rap Culture as a Means of Building Geographical and Geopolitical Competencies from the Perspective of Toponymy" (Kalaev Kh., Karpenko V., Makoeva E., research supervisor Associate Prof. Paliy T. P.), "Intensification of Building Linguo-Communicative Competencies through the Use of Poetic Free Verse Texts in German Language Classes" (Zhuikova V., research supervisor Kashirina N. M.), "Bienvenue au pays des contes" (Kiseleva M., Luponosova V., research supervisor Associate Prof. Ten E. G.), and others.

Indicators of employment of graduates are one of the main criteria for the quality of training. The staff of the chairs implementing the programmes pay special attention to monitoring the annual employment by means of direct and feedback communication with the labour market, which allows to control compliance of strategic plans with the real demand in the labour market.

According to the results of employment monitoring conducted by the Employment Center together with career managers and managers from the Association of Graduates, the percentage of employed graduates of the EP "Linguistics" is as follows: 87% in 2017, 86% in 2018, 87% in 2019, 64 % in 2020 (already working graduates). Thus, during the reporting period, 81% of graduates and students of EP 45.03.02 "Linguistics" worked within their specialization.

According to the survey for employers held in the academic year 2019-2020, the degree of satisfaction with the quality of training of EP 45.03.02 "Linguistics" graduates is 100%. The content of the University's education programmes meets the potential expectations of employers in terms of the list of academic disciplines and core competencies of graduates.

Students are given the opportunity for professional certification, in particular, the University conducts International Foreign Language Exams with the issuance of appropriate certificates, and since 2019, cooperates

with the All-Russian Certification Centre of Experts in Linguistics and the Association of Linguist Experts of the South of Russia.

Analysis

The University effectively implements the system and procedures for student admission, academic performance, recognition and certification.

The information provided in the self-report in the context of this standard was confirmed during the EEC visit. In general, the EP management demonstrates transparency in the procedures for the build up of the student population. Formalities related to the regulation of the life cycle of students are documented and procedurally formalised, and are available to all stakeholders.

The EP management demonstrates the existence and application of a mechanism for recognition of the results of academic mobility of students, as well as the results of additional, formal and non-formal education. Each graduate is provided with standard documents, which include confirmation of the acquired qualification.

The University provides students with on-the-job training placements, as well as assists graduates in employment, maintains communication with them, and monitors their employment professional activities. PSU organizes job fairs, master classes and round tables with graduates, conferences with representatives of employers, and regularly provides information about corporate and extended education programmes, etc.

Graduates of EP 45.03.02 "Linguistics" work in various educational structures (gymnasiums, lyceums, secondary schools, language centres, universities, technical and vocational schools of the Russian Federation), in the government sector (the Ministry of Education of Stavropol Krai, regional and municipal education departments), in LSP companies, international companies and travel companies of the region and the country. According to the feedback received from employers, graduates who have completed the bachelor's programme in the field of education 45.03.02 "Linguistics" have a fairly high level of professional training, which is manifested in well-developed professional competence, broad erudition and profound special knowledge.

The student survey showed that 82.8 % of students are fully satisfied with information support and explanation of the admission rules and strategy of the education programme before entering the University; 93.1% of students are fully satisfied with informing about the requirements for successfully completing this education programme.

Strengths / best practices

- provision of graduates with EP documents in accordance with European standards;
- effectiveness of mechanisms for recognition of the results of students, including those acquired during academic mobility, as well as the results of extended, formal and non-formal training;
- regularity of monitoring of employment and professional activities of graduates of the EP;
- possibility of additional certification for students during their training.

The recommendations of the EEC

1. More active involvement of students in research work, thereby creating a competitive environment among young people and developing various incentive measures.

EEC conclusions on the criteria for the EP 45.03.02 "Linguistics": ESG Part 1. Standard 4. ADMISSION, ACADEMIC PERFORMANCE, RECOGNITION AND CERTIFICATION OF STUDENTS - strong

6.5. ESG Part 1. Standard 5. ACADEMIC STAFF

Evidence

The academic staff of the accredited EP meet the requirements of the legislation of the Russian Federation and internal regulatory documents of the University (posted on the University's website).

The academic staff vacancy filling procedure complies with the Labour Code of the Russian Federation, the Federal Law "On Education", "Regulation on the Procedure for Filling Posts of Teaching Staff in Higher

Education Institution" approved by Order No. 1536 of the Ministry of Education of Russia dated 04.12.2014, as well as a number of local statutory acts, including the "Standard Values of Core Performance Indicators for Teaching Staff and Heads of Major Structural Units in Terms of Implementation of Effective Contract Mechanisms".

The qualitative and quantitative composition of the academic staff of the EP "Linguistics" meets the qualification requirements. 98.3% of the teaching staff of the accredited EP have an education corresponding to the specialization. 143 out of 169 members of full-time teaching staff working in the EP "Linguistics" have academic degrees and academic titles, 25 of them have the Doctor of Science degree and the academic title of Professor. In general, the academic degree holders' rate in the EP is 77.3%.

Systematic assessment of the teaching staff competence and the effectiveness of the quality of teaching for disclosure of academic courses and formation of students' expertise, skills and competencies necessary to achieve the learning outcomes provided for by the programme goals, is implemented through an internal assessment system (open classes, reciprocal attendance, classes control carried out by the Heads of Chairs, presentations at theoretical and methodological research conferences and seminars).

One of the ways to assess the effectiveness of structural units that implement the EP is through annual internal audits conducted within the quality management system. Since 2015, the University has been using the effective contract mechanism based on the assessment of the academic staff activities in 5 sections, the fulfilment or non-fulfilment of which is taken into account during the academic staff certification, competitive selections and elections. Along with the traditional types of university activities such as teaching, research and socially educational activities there are also entrepreneurial, research and development, project and innovative activities that serve as criteria for the assessment of competence of the teaching staff who implement EP 45.03.02 "Linguistics". In addition, one of the requirements for academic staff of different levels is participation in the processes of internationalization of the University as a whole, and of the EP in particular, the implementation of export-oriented projects and knowledge transfer.

The academic workload of the teaching staff is reflected in their individual plans and in the Teaching Load Logbook of the Chair's Teaching Staff. Analysis of the workload completion and the teaching staff performance assessment are carried out at the end of the academic year, and are reflected in the Minutes of Chair Meetings and in the resolutions of Heads of Chairs on the individual plans of the staff. The Teaching Load Logbook allows to record the distribution and completion of the academic workload by semesters, types of classes, and students' knowledge assessment types. At the end of the semester, a statistical report on the workload completion is added to it.

100 % of the teaching staff of the EP "Linguistics" annually take various professional development courses inside and outside the University.

Within the framework of academic interaction, the teaching staff of the accredited EP regularly cooperate with foreign partner institutions of the University:

	2017	2018	2019	2020
Educational mobility	11	14	14	0
Conferences	1	4	6	1

The decline in academic interaction is due to a number of factors, primarily of an economic nature, and the introduction of restrictions in connection with the COVID-19 pandemic.

Conducting research is an important activity area of the academic staff implementing the education programme. Research activities of the academic staff of the chair are supported by the EP Directors. The academic staff publication activity in the field of education 45.03.02 - "Linguistics" for 2019 is as follows:

Specialization	Scopus / Web of Science	Higher Attestation Commission List	Russian Science Citation Index	Study guides, including electronic ones	Course books
Theory and Methods of Teaching Foreign Languages and Cultures	9	17	71	6	2
Theory and Practice of Intercultural Communication	5	13	50	5	3

Translation / Interpretation and Translatology	7	24	69	4	1
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Over the past three years, the EP "Linguistics" academic staff have the following achievements in the field of research, commercialization of innovations and transfer of knowledge and technology:

- the number of registered intellectual property items - 35,
- the number of licensing agreements - 2770,
- the amount of finance received from knowledge transfer activities - 8,349,636.43 roubles,
- the number of research and development contracts: graduation theses - 39, other research projects - 27.

The chairs that implement EP 45.03.02 "Linguistics" consistently create intellectual property items that receive copyright protection. Today one of the most important priorities for the development of the University is the creation of massive open online courses, electronic study guides, virtual courses and promotion of created products to various target audiences on commercial terms within the online showcase of FSBEI HE "PSU".

Between 2017 and 2020, the academic staff of EP 45.03.02 "Linguistics" have published 23 monographs with both foreign and domestic national, regional and university publishers, reflecting the current issues of linguistics.

The EP 45.03.02 "Linguistics" teaching staff work on development of course books and study guides. During the reporting period, the teaching staff developed more than 50 course books and study guides, some of which have been recommended by the Educational and Methodical Association and have won the federal "Scientific School" competition.

The participation of the teaching staff in research competitions is growing. Thus, in 2020, the EP 45.03.02 "Linguistics" academic staff won 7 grants, 2 of which were won in the grant competition of the Council for Grants of the President of the Russian Federation, 3 are grants of the Russian Foundation for Basic Research, and 2 are foreign grants.

The University has a stable incentive system for the academic staff, which includes: a system of material incentives based on the results of research activities; awarding certificates and letters of commendation from the University; special event bonuses; a system of incentives for research and academic personnel.

Analysis

The FSBEI HE "PSU" has objective and transparent recruitment and professional development processes for the whole personnel, which ensure the professional competence of the academic staff.

All the proportional values regarding the academic staff are significantly higher than those required by the Federal State Educational Standard for Linguistics, which indicates the high quality of teaching staff involved in the implementation of EP 45.03.02 "Linguistics".

The academic activities of chairs meet the criteria of the standard. The teaching staff implement the principle of student-centred learning. The academic staff providing the EP contribute significantly to the implementation of the University's development strategy. The academic staff of the EP have an opportunity for career growth and professional development. The University encourages the integration of research and education, the use of innovative teaching methods, as well as innovative and research activities of the teaching staff.

However, despite the demonstrated publication activity of the academic staff of the accredited EP, the EEC notes a small number of publications with international publishers with a non-zero impact factor, and a small number of members of the academic staff with an H-index.

The management of the University and the EP is responsible for teaching staff and makes efforts to provide them with favourable working conditions. However, according to the results of the survey, it can be noted that there is a lack of satisfaction of the academic staff with the salary conditions, organisation of medical care and disease prevention at the University, and the level of incentive and attraction of young professionals to the educational process.

Only 34.5 % of respondents answered "Very well" to the question "How much does your academic workload meet your expectations and capabilities?"

At the same time, the vast majority of respondents noted a friendly and comfortable psychological environment in the University.

Strengths / best practices

- an objective and transparent personnel policy incorporating recruitment, professional and career growth, and general development of the teaching staff;
- established traditions of maintaining and strengthening the team's corporate identity;
- regular teaching quality monitoring, affecting the mechanisms for encouraging academic staff as well as labour contracts extension;
- opportunities for regular professional development of the academic staff.

The recommendations of the EEC

1. To incite the research activities of the academic staff, the implementation of research results in the learning process, as well as the growth of the author's citation index.

EEC conclusions on the criteria for EP 45.03.02 "Linguistics": 6.5. ESG Part 1. Standard 5. ACADEMIC STAFF - strong.

6.6. ESG Part 1. Standard 6. LEARNING RESOURCES AND STUDENT SUPPORT SYSTEMS

Evidence

While implementing education programmes, the availability of physical infrastructure and information resources is one of the main conditions for professional training of specialists. The University has all the necessary educational and material assets to achieve the designated goals and missions.

The University has two academic buildings, five dormitories, first-aid posts, a stadium, and catering facilities. The extensive classroom fund includes lecture halls, classrooms for seminars, course design (course project work), group and individual consultations, continuous and interim assessment, as well as rooms for independent work and rooms for storage and preventive maintenance of educational equipment. Special rooms are equipped with specialized furniture and technical training tools that serve to present learning information to a large audience, including interactive whiteboards, computers connected to the Internet and providing access to the university's electronic information and education environment, computer screens, projectors and screens for projectors.

Funding for the implementation of the EP is made both from budget funds and from the organisation's own funds raised under contracts for the provision of paid educational services.

The HEI uses a number of information systems. The main system is the official web portal of FSBEI HE "PSU" which includes:

- the Electronic Information and Education Environment (edu.pgu.ru),
- the Electronic Catalogue of the University Library,
- the PSU online showcase.

The 1C system is used for the formation of academic curricula, workload distribution, personnel accounting, monitoring the implementation of the workload by academic staff and correct payroll.

Personal profiles of the leaders of education programmes have been created; their interface allows to upload academic course programme files and their annotations to the website, and keep records of working data, using document circulation and version control.

The corporate web portal allows organizing a transparent system of work processes, issuing and fulfilling assignments at PSU, as well as controlling the work performed by the HEI staff.

According to Order No. 816 of August 23, 2017 "On approval of the Procedure for the Use of E-learning and Distance Educational Technologies by Educational Organisations in the Implementation of Education Programmes", the EIEE of PSU provides students with educational and methodological guidance at a distance, including individual consultations using information and telecommunications technologies (The Regulation on the Electronic Information and Education Environment of FSBEI HE "PSU").

The 1C University PROF software is used to take records of academic performance. In order to acquire information about the University's academic staff, a special module has been designed that allows to import data from 1C: Salary and Personnel.

Currently, the following electronic resources are available for the users of the University library:

1. The electronic library system "University library online" is an electronic library system containing full-text course books for schools, SVE and HE, books on all branches of knowledge, encyclopaedias, reference books, journals from the HAC list and other periodicals.

2. The electronic library system "Urait" grants an access to course books for SVE and HE on different branches of knowledge.

3. "The East View Information Services" database is a full-text database of Russian periodicals. The database contains 43 journals on various branches of knowledge.

4. The National Electronic Library (NEB).

5. "The Archive of scientific journals" system comprises archives of scientific journals of some leading world publishers: Annual Reviews, Cambridge University Press, Oxford University Press, SAGE Publications, the American Association for the Advancement of Science.

6. The law reference system "Consultant Plus".

7. The reference and bibliographic database of articles from Russian periodicals: (Interregional Analytical List of Articles (IALA);

8. Electronic resources of the Web of Science;

9. The database of final graduation theses;

Access to databases is possible both from the EO's computers and from external computers for registered users.

The structure of the PSU website and information posted there meet the requirements of the Regulation of the Government of Russian Federation No. 582 dated July 10, 2013 (ed. November 29, 2018) "On approval of Rules of posting information on the official website of an educational organisation in the information and telecommunication network "Internet", and updating information on educational organisations"; of the Order of Federal Service for Supervision in Education and Science No. 785 dated May 29, 2014 (ed. November 27, 2017) "On approval of requirements for the structure of the official website of an educational organisation in the information and telecommunication network "Internet" and for the form of the information presentation".

The site provides information for various groups of people: applicants (<https://pgu.ru/entrant/>), students (<https://pgu.ru/education/>, <https://pgu.ru/sveden/employees/>, <https://pgu.ru/freetime/>, <https://pgu.ru/sveden/grants/> etc.), university staff (<https://pgu.ru/sveden/document/>, etc.).

The EO information resources are both of an overall character and aimed at providing special training for specific linguistic EPs. In particular, the implementation of EP 45.03.02 "Linguistics" involves such specific information resources as the electronic library system "University Library Online" - www.biblioclub.ru; "Foliant" – <http://catalog.ncstu.ru> □, th
<http://philology.ru/linguistics3.htm>, <http://yazykoznanie.ru>, etc.

Free access to electronic educational resources for students and academic staff is provided 365/24/7 in all information systems of the HEI. Other resources of the HEI are available for the entire period according to the EO work schedule.

The EIEE provides the opportunity to receive remote guidance from a teacher on the discipline via the function of personal messages. The EIEE also hosts educational and methodological materials for students.

The University has a wireless Wi-Fi network with the speed of 40 Mps available for the HEI staff and students.

Non-resident students are accommodated in a dormitory upon application. The EO owns five dormitory buildings. Dormitory No. 5 is adapted for hearing-impaired people, partially adapted for people with locomotor disorders (equipped with a special toilet room and an electric crawler lift).

The University participates in the state programme "Accessible Environment". The University hosts the Regional Resource Centre of Inclusive Education, whose employees accompany people with disabilities during the entire period of study. Specialized registration of people with disabilities and special needs is conducted in order to create the most favourable conditions for them at the stages of their admission, training, and employment.

The University successfully operates the Psychological Service of PSU, the Centre for Career Guidance, Student Employment Promotion and Communication with Graduates, the Council of Students and Postgraduates of the Pyatigorsk State University, PSU Volunteer Centre "PROFI-SOCI-LINGUA", the Joint Student Council of FSBEI HE "PSU", and the Centre of Culture and Creative Development "Student Club".

There is a system of various forms of students support for people experiencing difficult life situations (Regulation on Providing Financial Assistance and Other Forms of Support for Students, Master's Students and Post-Graduate Students of FSBEI HE "PSU" - https://pgu.ru/information/docs/?ELEMENT_ID=32106).

The academic buildings of the EO meet the fire safety requirements to the full extent, which is confirmed by the conclusion of the Federal Fire-Fighting Service. The buildings are equipped with emergency exits, fire alarms and other necessary equipment.

In order to ensure security, video surveillance is conducted in the PSU main building and the academic building of the PSU Institute of Roman-Germanic Languages, Information and Humanitarian Technologies. Entry to the grounds of the EO is exercised through the security station by means of electronic passes. A specialized security company is engaged to protect the facilities.

Analysis

The study of the materials presented by the EEC, the results of the online visit and interviews with the EP academic staff and students, allow to conclude that the material and educational resources, as well as PSU students' support services are sufficient and in compliance with the established objectives. There is a certain dynamics in the development of material reserves, educational infrastructure and library support of the learning process; the standards of physical infrastructure and information resources tend to improve.

In the implementation of educational activities, the University is intent on providing information support for educational and research processes with an access to full-text electronic educational and scientific resources in order to meet the needs of students and academic staff.

At the same time, during the EEC visit and the academic staff and students' survey, it was revealed that the classrooms are insufficiently equipped with educational technology, the number of computers with web cameras and modern software is rather limited, and there are Wi-Fi interruptions throughout the University.

The EEC also notes that, despite the availability of practical training bases for the EP "Linguistics", the issue of practical training organisation remains relevant. The Institutes and Chairs face the task of renegotiating the existing practical training agreements and finding new placements, taking into account recommendations on their content and design. It is important that such on-the-job training placements should help students to use in practice the competencies they have theoretically developed, which should be reflected in their graduation theses.

In general, the University has created conditions for technological support of students and academic staff. This is evidenced by the results of the student survey:

fully satisfied with

- the educational materials supply in the learning process - 86.2 % of respondents,
- the level of availability of library resources - 93.1 %,
- existing educational resources of the HEI - 100%,
- availability of computer classrooms – 79.3 %,
- availability and quality of Internet resources - 72.4 %,
- classrooms and lecture halls - 79.3 %.

Strengths / best practices

- availability of support for various groups of students including giving information and consulting;
- availability of a fund of educational, methodological and scientific literature on general, core and specialized disciplines presented in paper and electronic forms, periodicals, access to scientific databases;
- access to educational Internet resources and most information resources;
- compliance with the requirements of information security and work safety in the training process.

The recommendations of the EEC

1. To find opportunities to provide academic staff of chairs with personal computers equipped with web-cameras and Internet connection for conducting online-classes with students
2. To consider opening reading rooms equipped with computers in student dormitories, connected to broadband Internet and high-speed Wi-Fi.
3. To continue expanding on-the-job training placements, including those for conducting and testing research and development projects, and collecting data within experiments.

Conclusions of the EEC on the EP 45.03.02 "Linguistics" according to the criteria: 6.6. ESG Part 1. Standard 6. LEARNING RESOURCES AND STUDENT SUPPORT SYSTEM - satisfactory

6.7. ESG Part 1. Standard 7. INFORMATION MANAGEMENT

Evidence

The Department for Informatization, the Department of Image-building and Information Policy, Public Relations and Logistical Issues, the Department of Education Quality Formation and Assessment, and other structural units are in charge of the information management at the University.

In order to improve the internal quality assurance system, the university uses information systems designed for organizing the learning process and internal communication. In particular, the EIEE enables the multilevel quality control of education. Firstly, Heads of Chair can monitor the completeness and content of courses in the educational environment and make managerial decisions based on the information received. Secondly, students can assess the work of the HEI lecturers by filling out a questionnaire in their accounts.

The corporate web portal allows to keep track of the efficiency of the units' and academic staff's performance (performance statistics in EIEE – performance ratings of units and academic staff; information activity – the performance of units and academic staff; the web portal showcase – performance of units and academic staff).

According to the requirements of the Ministry of Science and Higher Education of the Russian Federation, the efficiency and productivity of the EO are annually assessed against the established performance indicators and criteria. These criteria include: the geography of programme applicants, competition for state-funded places (programme relevance); questionnaire survey of students; employment efficiency and demand for the programme graduates on the labour market, including outside the region.

Every year, information is collected and processed in the form of reports on various EO's activities (academic and methodological activities, research, social education, innovative activities, etc.). The summarized results are discussed at the Academic Boards of Institutes and at the Academic Board of PSU. Further to such discussions, the University takes a number of decisions and identifies areas for improvement. The University also compiles ratings of structural units. The results of such information processing are included into annual self-assessment reports (https://pgu.ru/information/docs/?ELEMENT_ID=448955).

The Department of Image-building and Information Policy, Public Relations and Logistical Issues reports on its activities twice a year.

The University's website is one of the information tools for the EP. It contains information on both the EP implementation plans and its outcomes, on events held within the framework of the EP (news feed of the Institute of Roman-Germanic Languages, Information and Humanitarian Technologies, the Institute of Translatology and Multilanguage Studies, the Institute of Foreign Languages and International Tourism, and headline news). Changes are reflected on the website, as well as communicated to students and other stakeholders by means of direct contact.

The Department of Education Quality Formation and Assessment annually conducts a comprehensive SWOT analysis (the latest conducted in January 2020), which helps to identify and track the development of both internal and external risks.

The University takes all reasonable steps as required by the Law, including the Privacy Policy, to ensure safety, inalterability and restriction of access to information (depending on the type of information).

Electronic information security is the competence of the Department for Informatization.

Analysis

During the online visit of the EEC it was confirmed that the PSU collects, analyses and uses relevant information for the effective management of study programmes.

The submitted materials confirm the existence of a regular reporting system, which includes the efficiency and productivity of the chairs and Institutes, and is based on the use of various data collection and information analysis methods in terms of the EP (including the electronic educational environment). The

involvement of academic staff, students and employees, as well as employers, in the process is corroborated by the corresponding data.

The University conducts regular questionnaire surveys of students and employers, and analyses the results of the survey / interviewing. However, the obtained data is underutilized. The University does not have a clear mechanism for developing action plans for risk management and reducing threats.

The existing intra-university automated information systems are underemployed and modern digital technologies are not fully implemented in the management processes.

The Commission notes that issues related to the key performance indicators still remain unresolved. According to the survey results, 27.6% of respondents rated the involvement of academic staff in making managerial and strategic decisions as "very good", and 72.4% qualified it as "good". 55.2% of respondents evaluated the level of the staff feedback to the leadership as "very good", and 44.8% rated it as "good". 72.4% of academic staff evaluate approachability of the leadership as "very good", and 27.6% rate it as "good".

Strengths / best practices

- frequency of forms and methods for assessment of the EP management and activities of governing bodies, structural units and the leadership;
- a regular reporting system which reflects the assessment of performance and productivity of structural units in the context of the EP;
- communication with students, academic staff and employers;
- regular monitoring of students' satisfaction degree with the EP content, forms of its implementation, and the quality of education at the University;
- availability of information and learning resources and support systems for students.

The recommendations of the EEC

1. Continue to work on the digitalization of academic activity with the full-scale implementation of intra-university automated information systems for monitoring students' daily academic performance, taking into account their individual and collective achievements, educational and methodological support of the learning process, academic staff, and etc.

2. With a view to monitoring the quality assessment of education programmes, the University needs to envisage the development of action plans for risk management and reducing threats

Conclusions of the EEC on the criteria for the EP 45.03.02 "Linguistics": 6.7. ESG Part 1. Standard 7. INFORMATION MANAGEMENT - satisfactory

6.8. ESG Part 1. Standard 8. PUBLIC AWARENESS

Evidence

The main source of public awareness is the University's website <https://pgu.ru/>, where, as it was already mentioned, one can find information about the University, current announcements and news. A number of scientific, literary and journalistic periodicals, research journals and other publications are regularly published at the University <https://pgu.ru/editions/>.

The official PSU website contains complete and relevant information on the EPs: information related to the educational organisation – <https://pglu.ru/sveden/common/>, information on the process of education – <https://pglu.ru/education/>, on the terms of organising and implementing learning process within a particular education programme.

The website has a convenient navigation system and search engine. The information on the website is daily updated in order to provide the stakeholders with reliable and timely information about the activities of the EO and its structural units.

Information about the University is also presented in social media: https://www.instagram.com/pgu_official/ and [Vkontakte \(https://vk.com/pgu_official\)](https://vk.com/pgu_official).

High-quality and timely coverage of all important events is provided not only on the official website of

the University pgu.ru, but also in regional and nationwide media. Public awareness comes in the form of news reports, video reports, and even entire series of programs and articles for distribution in University media, in the regional media (the regional affiliate networks of TV channels "Rossia 1", "Rossia 24", "SvoyeTV", etc.), nationwide media like YouTube channel and student programs on satellite channels ("Prosveshchenie", "Rossia 24", "The First All-Russia Student TV Channel", etc.)

As part of public awareness campaign, the University prepares and renews the PSU's information leaflets for applicants; posters and booklets with the information about some education programmes, which are usually handed out on Open Days, at city and regional exhibitions and at meetings with applicants; information boards of the Institutes located at the Admission Office; the common information board with links to all PSU information resources, including all PSU official pages in social media. Russian and English versions of the University brochures have been updated in order to provide information to PSU's guests and partners. The official film about the University in Russian is also updated on an ongoing basis in accordance with the current information. Every year the University publishes the "New Student Guide", a digest with all necessary information about the PSU.

Research achievements are presented in the peer-reviewed journal "Vestnik Pyatigorskogo Gosudarstvennogo Universiteta" (Bulletin of Pyatigorsk State University), which is on the Higher Attestation Commission list.

Analysis

The University's website, as well as local and regional media, the social media Vkontakte and Instagram cover the information about the PSU activities and the implementation of educational programmes. The University also publishes this information in form of printed materials and uploads it on the YouTube channel and other media platforms.

The University's official website is well structured by sections; therefore, one can easily find the required information. And the posted information is updated on a daily basis.

Members of the Commission note posting of unbiased and up-to-date information on the University's website, including the information on the implemented programmes – <https://pgu.ru/sveden/education/>; academic staff – <https://pgu.ru/sveden/employees/>, <https://pgu.ru/sveden/employees/teachers/>; taught disciplines– <https://pgu.ru/sveden/employees/courses.pdf>; facilities and resources for the learning process – <https://pgu.ru/sveden/objects/>; the structure and management bodies of the educational organisation – <https://pgu.ru/sveden/struct/>; admission rules for applicants – <https://pgu.ru/entrant/>, including a list of educational programmes, a description of evaluation procedures and methodological materials for passing entrance examinations, information about the requirements on the Unified State Exam minimum scores, and information about tuition fees; educational opportunities given to students – <https://pgu.ru/freetime/>; extended education -https://pgu.ru/information/structure/dpo/detail.php?ELEMENT_ID=6559; employment opportunities https://pgu.ru/information/structure/management/deps/detail.php?ELEMENT_ID=110753; and on the Association of the PSLU/PSPIFL Graduates – https://pgu.ru/information/structure/management/deps/detail.php?ELEMENT_ID=100379, etc.

According to the survey results, 82.8% of students are completely satisfied with the content and information completeness of the University's and Institutes' website.

The University leadership uses a variety of ways to disseminate information, including mass media, web resources, information networks, etc.

Thus, the EEC has reasonable grounds to consider that the University's activities in the field of public awareness meet the International Accreditation Standards.

Strengths / best practices

- a functional, well-structured, regularly updated website which contains complete, up-to-date and reliable information on all areas of the University activity and the EP implementation;
- the use of various ways to disseminate information, including mass media, and information networks to inform the general public and the stakeholders.

The recommendations of the EEC

1. The University should encourage students of the education programme to participate in the process of public awareness

EEC conclusions on the criteria for EP 45.03.02 "Linguistics": 6.8. ESG Part 1. Standard 8. PUBLIC AWARENESS - strong

6.9. ESG Part 1. Standard 9. CONSTANT MONITORING AND PERIODIC REVIEW OF EDUCATION PROGRAMMES

Evidence

Within the University, the Institute of Foreign Languages and International Tourism, the Institute of Translatology and Multilanguage Studies, the Institute of Roman-Germanic Languages, Information and Humanitarian Technologies, and degree-granting chairs, an on-going monitoring and periodic review of the education programme 45.03.02 "Linguistics" is held in order to guarantee the attainment of the goals and compliance with the needs of students and society, including employers.

The Educational Boards headed by the Directors of the institutes supervise the monitoring procedures and periodic review of the EP content. The monitoring and periodic review of the EP are aimed at flexible response to the labour market demands, as well as taking into account new scientific and technical achievements. The academic staff's suggestions to change the content and pedagogical technologies of teaching; results of self-assessment and internal audit; requests of employers and students, changes in the academic, methodological, personnel, material and technical support of the EP implementation, - all these and other conditions are the basis of the EP's annual revision.

The procedure for revision of the EP is provided in accordance with Paragraph 1.18 of the Regulation on the Major Professional Educational Programme of Higher Education/Secondary Vocational Education of the FSBEI HE "Pyatigorsk State University". All changes in the EP are approved by the decision of the University Academic Board not later than the start of the academic year after discussions at the meetings of Chairs and Educational Boards of the Institute of Roman-Germanic Languages, Information and Humanitarian Technologies, the Institute of Foreign Languages and International Tourism, and the Institute of Translatology and Multilanguage Studies, based on the analysis of academic staff and employers' offers, recommendations of the State Examination Board Chairpersons, and the students' learning interests.

The achievement of the educational programme goals is monitored by means of continuous, midterm and final assessment of students carried out with the participation of the leading regional employers' representatives. The content of the EP takes into account the latest scientific achievements in specific disciplines, which is reflected in the annually updated lists of basic and additional literature in the academic course programmes of specific disciplines, and in the changes in the list of elective and optional disciplines.

Monitoring of the practical training organisation and satisfaction with its results is carried out during the presentations of reports at the final conference on practical training with the invitation of employers and representatives of practical training bases.

Students are represented in management bodies of the HEI. They are involved in discussing key issues related to the development, updating, and approval of the EP. Employers of the North Caucasus Federal District also take an active part in the discussion. Meetings with employers, members of the public and other external stakeholders are held at least twice a year for all EP.

Special attention is paid to graduation theses. Highly experienced specialists - Candidates and Doctors of Sciences of the Institutes' and University-wide Chairs act as thesis advisers.

The educational programmes monitoring results are taken into account in adjusting the academic workload of students, academic staff and teaching support staff; while revising and distributing hours between classroom performance and extracurricular work; in the current academic performance records of students, and for encouraging student research.

Analysis

The monitoring procedures and periodic review of programmes carried out in the PSU are targeted at

ensuring their effective implementation and creation of a positive learning environment for students. They involve obtaining objective information about the process of education and achieving the education programme objectives, their compliance with the employers' and students' needs.

In general, the processes of monitoring and evaluation of EPs are characterized by consistency, frequency and a sufficient degree of objectivity. The processes are documented in the PSU records and are reflected at all monitoring and decision-making levels. There is a sufficient level of democracy in the process of amending the content of the EP, involving the administration, academic staff, students and employers in the monitoring process in order to increase its objectivity, on the one hand, and with a view to further professionalization of the EP, on the other hand.

However, the Commission notes that the results of monitoring and evaluation are not fully used in the process of improving the quality of EP, since in some cases they are not systematized and are not reflected in the respective corrective action plans.

The survey of students has shown the following results: satisfaction with the quality of the educational programme as a whole is 79.3 %, satisfaction with the overall quality of educational programmes is 86.2 %, which is a high rate; however, in the monitoring process, attention should be paid to the fact that 3.4 % chose the variant "relatively bad" .

The percentage of positive ratings for the "Quality of teaching" parameter is high: 82.8% of respondents are fully satisfied, and 13.8% are partly satisfied with it.

It is important that 100% of the respondents are fully or partly satisfied with the relationships with the Dean's office, as well as its accessibility, and the level of accessibility and responsiveness of the management (of the University, School, Department, or Chair), which indicates feedback from students and provides objective and up-to-date information on the EP implementation.

Strengths / best practices

- the existence of well-developed regulations and forms for conducting surveys and interviews of students, academic staff and stakeholders;
- the existence of supporting documents on the participation of students, employers and other stakeholders in the revision of the EP (expert opinions, reviews of the EP in general and on certain disciplines by employers);
- annual updating of the EP, taking into account the recommendations of employers, academic staff, students and potential employers.

The recommendations of the EEC

1. In order to improve the quality of the implemented educational programmes, to intensify efforts on collecting and analysing information, and drawing up corrective action plans.

EEC conclusions on the criteria for EP 45.03.02 "Linguistics": 6.9. ESG Part 1. Standard 9. CONSTANT MONITORING AND PERIODIC REVIEW OF EDUCATION PROGRAMMES - satisfactory

6.10. ESG Part 1. Standard 10. PERIODIC EXTERNAL QUALITY ASSURANCE PROCEDURES

Evidence

The PSU regularly participates in external quality monitoring procedures, given the specifics of fields of education and legal requirements. External quality assurance procedures take different forms and are performed at different levels.

The external review of educational programmes is carried out within the framework of the state accreditation of educational activities and professional and public accreditation of educational programmes, as well as through the University's participation in the Federal Monitoring Survey of the Quality of Education and various rankings in the major areas and aspects of activity.

In January 2020, the University successfully passed the state accreditation, which is confirmed by the

Certificate of State Accreditation No. 3335 of 26.02.2020 issued by the Federal Service for the Supervision of Education and Science. The procedure for external quality assurance carried out during the state accreditation showed that EP 45.03.02 "Linguistics" implemented at the University meets the requirements of the Federal State Educational Standard and other regulations.

The results of the external auditing are carefully analysed at different levels of all management bodies: from the University's Academic Council to chair meetings of the Institutes. The University has developed an action plan in order to address areas identified for improvement. The implementation of the action plan is controlled by conducting revisions and analyses of the academic staff's individual plans, as well as by analysing the long-term plans of the academic staff when passing job competition procedures. Reports of responsible persons at the University administration meetings, Academic Council meetings, etc. are also a form of monitoring the course and quality of changes following the results of external assessment.

The University regularly participates in the Efficiency Monitoring Survey of Russian Higher Educational Institutions, which is conducted by the Ministry of Science and Higher Education of the Russian Federation.

External quality assurance procedures are related to the University's representation in rankings and monitoring surveys, and to the achievement of results that they reflect.

In the Forbes' updated ranking for the best Russian universities published in the article "Universities for the Future Elite: 100 Best Russian Universities According to Forbes – 2020", the PSU is ranked 87th.

In the ARES-2020 ranking of higher education institutions compiled by the European Scientific Industrial Chamber, the PSU has improved its position and for the first time has been included into the list of "A" ranking universities (High-quality performance). The PSU took the 72nd place among 278 Russian universities included in the ranking.

In the "National Recognition" ranking of Russian universities the PSU ranked 154th among 175 universities included in the list "Russia's Best Universities – 2019".

In general, the University has improved its position in the world in terms of share: it is listed in the world's top 20% universities (out of 30,000 universities assessed in 2020), ranking 5480th (in 2019, 24,000 universities participated in the ranking, where the PSU placed 5390th, meaning that it was in the top 25% of universities).

Analysis

This is the first time that the PSU passes an external quality assurance procedure in accordance with the European Standards and Guidelines, but it has an extensive, efficient and favourable experience in cooperation with various educational institutions both in Europe and in the United States.

The EEC notes that according to the results of international rankings, there is a positive dynamics of the University's positioning, which indicates the well-planned and systematic work of the University for entry into the international educational space. For example, in the ARES-2020 ranking of higher education institutions, the PSU is in the list of "A" ranking universities and takes the 72nd place, while in 2015 the University had a "CCC" rating and took the 100th place among 138 Universities included in the ranking.

Strengths / best practices

The results of external quality assurance are taken into account when adjusting educational programmes and planning subsequent quality assessments.

The recommendations of the EEC

1. To provide more information about the results of external quality assurance on the University's website and bring it to the attention of stakeholders

EEC conclusions on the criteria for EP 45.03.02 "Linguistics": 6.10. ESG Part 1. Standard 10. PERIODIC EXTERNAL QUALITY ASSURANCE PROCEDURES - satisfactory

(VII) OVERVIEW OF STRENGTHS/ BEST PRACTICES FOR EACH STANDARD

ESG Part 1. STANDARD 1. QUALITY ASSURANCE POLICY

- development and implementation of a quality policy with the active assistance of the entities concerned and involvement of internal and external stakeholders;
- accessibility and transparency of information on the learning process for students and other stakeholders.

ESG Part 1. STANDARD 2. DEVELOPMENT AND APPROVAL OF THE EDUCATIONAL PROGRAMME

- a clear algorithm for developing and approving education programmes;
- active participation of employers in the process of design and development of the EP;
- regularity of external assessment of the EP;
- compliance of the content of the implemented EP with the qualification requirements for the bachelor's degree of the Federal State Educational Standard of Higher Education of the Russian Federation

ESG Part 1. STANDARD 3. STUDENT-CENTERED LEARNING, TEACHING AND ASSESSMENT

- the focus of the EP on encouraging students to participate actively in the learning process;
- availability of a feedback system for the use of various teaching methods and assessment of learning outcomes;
- consistency, transparency and objectivity of the University's system for the assessment of the results of the implemented EP.

ESG Part 1. STANDARD 4. STUDENT ADMISSION, ACADEMIC PERFORMANCE, RECOGNITION AND CERTIFICATION

- provision of graduates with EP documents in accordance with European standards;
- effectiveness of mechanisms for recognition of the results of students, including those acquired during academic mobility, as well as the results of extended, formal and non-formal training;
- regularity of monitoring of employment and professional activities of graduates of the EP;
- possibility of additional certification for students during their training.

ESG Part 1. STANDARD 5. ACADEMIC STAFF

- an objective and transparent personnel policy incorporating recruitment, professional and career growth, and general development of the teaching staff;
- established traditions of maintaining and strengthening the team's corporate identity;
- regular teaching quality monitoring, affecting the mechanisms for encouraging academic staff as well as labour contracts extension;
- opportunities for regular professional development of the academic staff.

ESG Part 1. STANDARD 6. EDUCATIONAL RESOURCES AND STUDENT SUPPORT

- availability of support for various groups of students including giving information and consulting;
- availability of a fund of educational, methodological and scientific literature on general, core and specialized disciplines presented in paper and electronic forms, periodicals, access to scientific databases;
- access to educational Internet resources and most information resources;
- compliance with the requirements of information security and work safety in the training process.

ESG Part 1. STANDARD 7. INFORMATION MANAGEMENT

- frequency of forms and methods for assessment of the EP management and activities of governing bodies, structural units and the leadership;

- a regular reporting system which reflects the assessment of performance and productivity of structural units in the context of the EP;
- communication with students, academic staff and employers;
- regular monitoring of students' satisfaction degree with the EP content, forms of its implementation, and the quality of education at the University;
- availability of information and learning resources and support systems for students.

ESG Part 1. STANDARD 8. PUBLIC AWARENESS

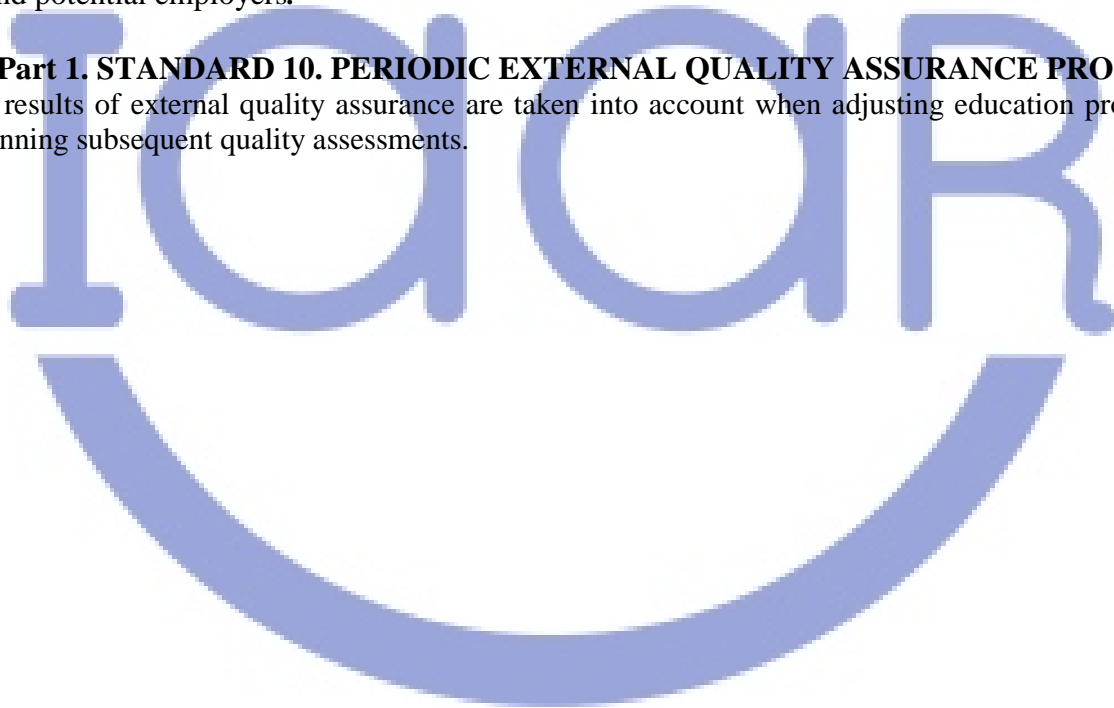
- a functional, well-structured, regularly updated website which contains complete, up-to-date and reliable information on all areas of the University activity and the EP implementation;
- the use of various ways to disseminate information, including mass media, and information networks to inform the general public and the stakeholders.

ESG Part 1. STANDARD 9. CONSTANT MONITORING AND PERIODIC REVIEW OF EDUCATION PROGRAMMES

- the existence of well-developed regulations and forms for conducting surveys and interviews of students, academic staff and stakeholders;
- the existence of supporting documents on the participation of students, employers and other stakeholders in the revision of the EP (expert opinions, reviews of the EP in general and on certain disciplines by employers);
- annual updating of the EP, taking into account the recommendations of employers, academic staff, students and potential employers.

ESG Part 1. STANDARD 10. PERIODIC EXTERNAL QUALITY ASSURANCE PROCEDURES

- the results of external quality assurance are taken into account when adjusting education programmes, as well as planning subsequent quality assessments.



(VIII) OVERVIEW OF RECOMMENDATIONS FOR IMPROVING THE QUALITY ON EACH STANDARD

ESG Part 1. STANDARD 1. QUALITY ASSURANCE POLICY

1. To enhance the quality policy in the context of the academic activities of Chairs, structural units and leaders of education programmes, as well as the university as a whole, and clearly establish common requirements, principles and mechanisms of internal and external assessment in a regulatory document.

ESG Part 1. STANDARD 2. DEVELOPMENT AND APPROVAL OF THE EDUCATIONAL PROGRAMME

1. The heads of education programmes should give more attention to a clearer highlighting of the uniqueness and specificity of the EP content with an emphasis on the research component and other distinctive features.

2. In order to optimize the processes of mastering and consolidating professional skills and competencies, it is advisable to plan all types of practical training described in the education programme "Linguistics" over several semesters, instead of just one semester.

3. Continue to expand the programmes of outgoing and incoming academic mobility of students and academic staff.

ESG Part 1. STANDARD 3. STUDENT-CENTERED LEARNING, TEACHING AND ASSESSMENT

1. It is recommended to organise on a larger scale professional development courses for academic staff on e-learning technologies, distance learning, and on education management for leaders of education programmes.

ESG Part 1. STANDARD 4. STUDENT ADMISSION, ACADEMIC PERFORMANCE, RECOGNITION AND CERTIFICATION

1. More active involvement of students in research work, thereby creating a competitive environment among young people and developing various incentive measures.

ESG Part 1. STANDARD 5. ACADEMIC STAFF

1. To incite the research activities of the academic staff, the implementation of research results in the learning process, as well as the growth of the author's citation index.

ESG Part 1. STANDARD 6. EDUCATIONAL RESOURCES AND STUDENT SUPPORT

1. To find opportunities to provide academic staff of chairs with personal computers equipped with web-cameras and Internet connection for conducting online-classes with students

2. To consider opening reading rooms equipped with computers in student dormitories, connected to broadband Internet and high-speed Wi-Fi.

3. To continue expanding on-the-job training placements, including those for conducting and testing research and development projects, and collecting data within experiments.

ESG Part 1. STANDARD 7. INFORMATION MANAGEMENT

1. Continue to work on the digitalization of academic activity with the full-scale implementation of intra-university automated information systems for monitoring students' daily academic performance, taking into account their individual and collective achievements, educational and methodological support of the learning process, academic staff, and etc.

2. With a view to monitoring the quality assessment of education programmes, the University needs to envisage the development of action plans for risk management and reducing threats

ESG Part 1. STANDARD 8. PUBLIC AWARENESS

1. The University should encourage students of the education programme to participate in the process of public awareness

ESG Part 1. STANDARD 9. CONSTANT MONITORING AND PERIODIC REVIEW OF EDUCATION PROGRAMMES

1. In order to improve the quality of the implemented educational programmes, to intensify efforts on collecting and analysing information, and drawing up corrective action plans.

ESG Part 1. STANDARD 10. PERIODIC EXTERNAL QUALITY ASSURANCE PROCEDURES

1. To provide more information about the results of external quality assurance on the University's website and bring it to the attention of stakeholders



Appendix 1. Evaluation table "PARAMETERS OF SPECIALIZED PROFILE"

№	International standards of the IAAR ESG Part 1.	The position of the educational organisation			
		Strong	Satisfactory	Requires improvement	Unsatisfactory
Standard 1. QUALITY ASSURANCE POLICY					
1	The educational organisation should have a published quality assurance policy that forms part of its strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes involving external stakeholders.		+		
STANDARD 2. DEVELOPMENT AND APPROVAL OF THE EDUCATION PROGRAMME					
2	The educational organisation should have mechanisms for developing and approving its programmes. The education programmes should be designed in accordance with the established goals, including expected learning outcomes. The qualifications obtained through the programme should be clearly defined, clarified and consistent with a certain level of the national qualifications framework in higher education and, consequently, the framework of qualifications in the European Higher Education Area.		+		
Standard 3. STUDENT-CENTERED LEARNING AND ACADEMIC PERFORMANCE ASSESSMENT					
3	The educational organisation should ensure that the programme is implemented in such a way as to encourage students to play an active role in the joint construction of the educational process, and that the students' evaluation reflects this approach.		+		
Standard 4. ADMISSION, ACADEMIC PERFORMANCE, RECOGNITION AND CERTIFICATION OF STUDENTS					
4	The educational organisation must have pre-defined, published and consistently applied rules that govern all periods of the student "life cycle", including admission, academic performance, recognition and certification.	+			
Standard 5. ACADEMIC STAFF					
5	The educational organisation should have unbiased and transparent recruitment, professional growth and development processes for all staff that allow to ensure the competence of the instructors.	+			
Standard 6. LEARNING RESOURCES AND STUDENT SUPPORT SYSTEMS					

6	The educational organisation must provide a number of sufficient and accessible training resources and student support services compliant with the learning objectives		+		
Standard 7. INFORMATION MANAGEMENT					
7	The educational organisation should ensure that it collects, analyses, and uses relevant information for the effective management of its activities and educational programmes.		+		
Standard 8. PUBLIC AWARENESS					
8	The educational organisation should keep the public informed of its activities (including education programmes). The information provided must be clear, reliable, objective, up-to-date and accessible.	+			
Standard 9. CONSTANT MONITORING AND PERIODIC REVIEW OF EDUCATION PROGRAMMES					
9	The educational organisation should monitor and periodically review the education programmes to ensure that their goal is achieved and they meet the needs of students and society. The results of these processes should lead to the continuous improvement of the education programmes. All stakeholders should be informed of any planned or undertaken actions in relation to the education programmes.		+		
Standard 10. PERIODIC EXTERNAL QUALITY ASSURANCE PROCEDURES					
10	The educational organisation should undergo external quality assurance procedures in accordance with European Standards and Guidelines (ESG) on a regular basis.		+		
Total		3	7		