



REPORT

ON EXTERNAL REVIEW

of the study programmes in the fields of study:

«Linguistics» (45.04.02),
«Translation and translation studies» (45.05.01)

delivered by National Research Tomsk State
University

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The Chair of the Review Panel



Wang Junju

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INTRODUCTION

External review of the study programmes in «Linguistics» (45.04.02), «Translation and translation studies» (45.05.01) delivered by National Research Tomsk State University (hereinafter - TSU) was conducted on May 18-20, 2022 and included the analysis of self-evaluation report, site visit and preparation of the present report.

The main goal of the external review is to determine the correspondence of the reviewed study programmes in «Linguistics» (45.04.02), «Translation and translation studies» (45.05.01) delivered by National Research Tomsk State University to standards and criteria of public accreditation, which are developed by the National Centre for Public Accreditation (hereinafter - NCPA) together with the Higher Education Evaluation Centre of the Ministry of Education of the People's Republic of China (hereinafter - HEEC) in compliance with the European Standards of Quality Assurance in Education ESG-ENQA.

The Final Report is the basis for decision of the National Accreditation Board and HEEC Accreditation Board on public accreditation of the study programmes in compliance with standards and criteria of NCPA and HEEC.

1. CONTEXT AND MAIN STAGES OF THE REVIEW

1.1 Terms of Reference

According to item 1. 3 article 96 of the Federal Law of the Russian Federation of December 29, 2012 No. 273-FZ "On education in the Russian Federation" organizations, which implement educational activities, may apply for public accreditation in various national, foreign and international institutions. Employers, employer associations and designated organizations have the right to conduct public accreditation of professional educational programmes, which are delivered by an educational institution.

In order to conduct international public accreditation of the study programmes in «Linguistics» (45.04.02), «Translation and translation studies» (45.05.01) TSU applied to NCPA, which operates on the national level and is recognized by leading international organizations of quality assurance in higher education.

1.2 Composition of the Review Panel

The international experts were nominated by the Higher Education Evaluation Centre of the Ministry of Education upon NCPA's request.

The Russian experts were nominated by the Guild of Experts in Higher Education.

The employer representatives were nominated by the National Society of Applied Linguistics.

The representative of the students' community was suggested by the National Research Tomsk Polytechnic University.

The composition of the External Review Panel was approved by NCPA.

The Review Panel included seven international and national experts:

- **Wang Junju** - PhD, professor of applied linguistics, dean of the School of Foreign Languages and Literature, Shandong University, member of the National Advisory Committee on Foreign Language Teaching in Higher Education of MOE – foreign expert, Review Chair;
- **Guseinova Innara** - PhD, associate professor, vice-rector for youth policy and educational work, professor of the department of lexicology and stylistics of German of the Faculty of German, Moscow State Linguistic University – Russian expert, Deputy Review Chair;
- **Tomberg Olga** - PhD, associate professor, acting director of the department of linguistics, head of department of Germanic philology, professor of the department of linguistics and professional communication in foreign languages of the Ural Institute of Humanities, Ural Federal University named after the First President of Russia B. N. Yeltsin – Russian expert, Deputy Review Chair;
- **Lyu Chunmei** - PhD, professor, dean of the School of English Studies, Dalian University of Foreign Languages – foreign expert, panel member;
- **Akhrenova Natalia** - PhD, vice-president of the National society of applied linguistics – representative of professional community, panel member;
- **Anufrieva Tatiana** - 2nd year postgraduate student in the field of study “Theory and method of professional education”, National Research Tomsk polytechnic university – representative of students, panel member.

The focused expert knowledge of the Panel members, long-term experience of working in the system of higher education and profession, active position of students and employers became the basis for effective consideration of issues within the framework of evaluation.

The participation of the Russian representatives of the higher education system gave an opportunity to analyze the activity of the programmes under evaluation in the context of the world trends in quality assurance and within the scope of the national educational system.

1.3 Purposes and objectives of the review

The purpose of public accreditation is improving quality of education and forming quality culture in educational institutions, discovering best practices in continuous enhancing the educational quality and public information on educational institutions in accordance with the European educational quality standards.

The main goal of the peer review is to determine the correspondence of the reviewed study programmes in «Linguistics» (45.04.02), «Translation and translation studies» (45.05.01) delivered by National Research Tomsk State University to standards and criteria of public accreditation, which are developed by NCPA together with HEEC in compliance with the European Standards of Quality Assurance in Education ESG-ENQA; and to develop recommendations for the study programme with the purpose of improving the content and structure of the educational process.

1.4 Stages of the review

The review included three main stages:

1.4.1 Study of the self-evaluation report

National Research Tomsk State University was responsible for conducting the self-evaluation procedure, developing and timely submitting of the self-evaluation report to NCPA.

According to the "Guidelines on Self-evaluation of Educational Programmes", which were developed by NCPA, the self-evaluation report is written on 41 pages and includes: introduction, findings, conclusions, 30 annexes. The self-evaluation procedure was conducted on the basis of SWOT-analysis according to every standard of NCPA.

According to the review schedule, the self-evaluation report of the study programmes in «Linguistics» (45.04.02), «Translation and translation studies» (45.05.01) was submitted to NCPA and mailed to the members of the review panel 30 days before the site-visit.

While studying the self-evaluation report, the panel members formed a preliminary opinion about the reviewed educational programmes on compliance with the standards of NCPA and HEEC and criteria on accreditation and with the European standards of education quality.

The members of the review panel assessed the quality of preparation of the self-evaluation report with regards to its text structuring, compliance of information with the report's sections; quality of perception; sufficiency of analytical data; availability of references to supporting documents; completeness of information.

Experts pointed out on several drawbacks of the self-evaluation report:

1. Some advantages and strong points of the educational programmes were not reflected in the self-evaluation report.

2. During meetings with the representatives of educational programmes, students, employers and graduates slight deviations between the SER and what we have heard were revealed.

3. Some information in the SER is described in a more general and formal side without any details concerning the educational programmes under accreditation.

According to the standards and criteria of accreditation of NCPA and HEEC the preliminary assessment of the study programmes in «Linguistics» (45.04.02), «Translation and translation studies» (45.05.01) may be defined as full compliance.

1.4.2 Site-visit

The review panel visited National Research Tomsk State University on May 18-20, 2022 with the purpose of confirming the accuracy of the information, which was presented in the self-evaluation report, collecting extra information on the implementation of the accredited programme and checking its compliance with the standards and criteria of NCPA and HEEC developed in accordance with the European standards of education quality assurance.

The time line and the agenda of the site-visit were determined by NCPA together with HEEC and approved by the administration of National Research Tomsk State University and the members of the Review Panel.

During the site-visit the Review Panel members conducted a number of meetings and interviews with the University administration, people responsible for accreditation, Dean and Deputy Deans of the Faculty of Chemistry, Heads of Departments, graduates, teachers, students and representatives of professional community.

The Chair of the Review Panel managed the Panel's work.

The Panel considers that the self-evaluation report which was presented by TSU provided the experts with an opportunity to form an integral view on specific features of implementation of the reviewed study programmes in «Linguistics» (45.04.02), «Translation and translation studies» (45.05.01).

The studied documents and the interviewed persons, visits to the Department, the University library and laboratories provided the Review Panel members with sufficient information about reviewed study programmes.

The Review Panel considers it necessary to highlight the effective cooperation of the experts, NCPA and HEEC employees during the site-visit and its preparation.

The Review Panel notes the highest level of organizational provision and constructive work.

The executive staff of TSU provided the administrative support, which included arrangement of meetings and interviews, provision with working space, computers with access to the Internet, necessary research, academic and methodological documents.

During the site-visit the Review Panel members requested additional documents during the site-visit to National Research Tomsk State University.

On the last day of the site-visit the Chair of the Review Panel presented an oral report on the general conclusions to the executive staff of the University, Dean of the Faculty, and Heads of Departments.

The agenda of the site-visit can be found in the Annex.

1.4.3 Conclusion on the findings of the external review

Based on the results of the external review of National Research Tomsk State University the Review Panel submitted the Report on the results of the external review of the study programmes in «Linguistics» (45.04.02), «Translation and translation studies» (45.05.01) delivered by the educational institution.

The draft report of 23 pages excluding Annexes was developed by the Chair of the Review Panel, approved by the other Review panel members and submitted to the National Centre for Public Accreditation. Then the Report was mailed to the University's administration for making factual amendments.

2. FINDINGS

2.1 Standard 1. Policy (goals, development strategy) and quality assurance procedures of study programmes

Compliance with the standard: **full compliance**

Table 1 – Criteria to Standard 1

Nº	Subject of evaluation	Mark
1.	Availability and accessibility of clearly defined, documented, approved and published goals and objectives of a study programme and expected learning outcomes and their correspondence to the mission and goals and objectives of the educational institution	A
2.	Availability of procedures for design, approval and revision of a study programme (including expected learning outcomes) with the account of the development of science and industry, and also with the consideration of stakeholder opinions (administration, teaching staff, students, employers)	A
3.	Consideration of the requirements of professional standards (if available) and the labour market	A

Analysis of the educational programmes' compliance with the standard:

During the review of documents of the educational programmes 45.04.02 «Linguistics», 45.05.01 «Translation and Translation Studies», and the meetings with the University administration and people responsible for accreditation, the Panel found that the educational programmes are delivered in compliance with the TSU quality policy that is aimed at ensuring high quality of results of educational, research and innovation activities, University management system and at meeting the demands of all stakeholders.

It was indicated that the three basic values of the University are traditions, openness and fundamental character. All issues related to the strategic development of the University are managed by the University administration in close cooperation with the teaching staff (at the meetings with the Rector's Office and strategic sessions held by TSU management).

Due to TSU participation in the programme «Priority-2030» it will become the world-class university as a global centre of knowledge, developments and human capital for sustainable development of Russia and the world in a new technological paradigm. Contribution of the Faculty of Foreign Languages to the programme «Priority-2030» will be related to the development of innovative research topics and projects in terms of the research laboratory «Socio-Cognitive Linguistics and Foreign Discourse», interdisciplinary research, high publication activity of the teaching staff, monitoring and efficiency of the educational programmes.

The system of management of the educational programmes is multilevel and adaptive for the demands of all stakeholders. Employers, industrial partners, students and teachers are involved in analysis, design and monitoring of delivery of the educational programmes. It ensures quality of education. Great attention is paid to digitalization of the educational process,

development of project activities as ways of developing professional competences, innovative and practice-oriented research.

The External Review Panel came to the conclusion that the educational programmes fully comply with the standard.

Achievements:

An effective education quality system on the basis of cooperation with industrial and foreign partners in the form of global engagement is in place.

The system of cooperation in the form of «Rector’s Office – Dean’s Office – Departments» is carried out in compliance with the goals, objectives and vectors of priority development of the University (in particular, such forms of cooperation as University Leagues and regular meetings with the Rector).

Practice-oriented and project forms of delivery of the educational programmes is in place; various forms of cooperation with employers and industrial partners are introduced (mentorship, involvement in the development of project activities, design of research topics).

Academic development of students and teachers is ensured through grant support of research projects, establishment of research laboratories and University’s support of research and publications.

Recommendations:

The system of employers’ information in relation to opportunities for cooperation with the University should be more effective. It is related to the information about various forms of cooperation and supporting documents (framework agreements, cooperation agreements). These agreements will contribute to greater involvement of employers and industrial partners in cooperation with the University and educational programmes, regularity of such cooperation and support of feedback from employers.

2.2 Standard 2. Educational programmes

Compliance with the standard: **full compliance**

Table 2 – Criteria to Standard 2

№	Subject of evaluation	Mark
1.	Availability and accessibility of clearly defined, documented, approved and published goals and objectives of a study programme and expected learning outcomes and their correspondence to the mission and goals and objectives of the educational institution	A
2.	Availability of procedures for design, approval and revision of a study programme (including expected learning outcomes) with the account of the development of science and industry, and also with the consideration of stakeholder opinions (administration, teaching staff, students, employers)	A
3.	Consideration of the requirements of professional standards (if available) and the labour market	A

Analysis of the educational programmes' compliance with the standard:

The University administration and teaching staff are involved in accomplishment of objectives of the programme Priority-2030 in the following ways: development of breakthrough innovation technologies, promotion of interdisciplinary research, introduction of technologies in the social sphere, establishment of the educational ecosystem.

Strategic objectives are also accomplished during the educational process. The Faculty of Foreign Languages has the laboratory «Socio-Cognitive Linguistics and Foreign Discourse», which designs research topics in cognitive science, pragmatics, discourse study, communication science, and linguodidactics. The outcomes of the laboratory's work are publications of teachers in top-rated journals. The students are involved in fundamental research. Modern computer equipment is used for state research. Practical training of translators is carried out on the basis of modern translation online platforms with the use of professional equipment for simultaneous interpreting.

Eight foreign languages are taught at the Faculty.

The updated educational programmes are published on TSU official resources; the following professional standards are taken into account in their content: 04. 015 «Specialist in Translation», 01.001 «Teacher (teaching in the sphere of preschool, primary general, basic general, and secondary general education) (preschool teacher, teacher) », 01.003 « Further Education Teacher for Children and Adults». The graduates and employers participate in meetings on updating the content and improving the list of competences necessary for a graduate.

The Panel came to the conclusion that the content of the educational programmes «Linguistics» (45.04.02), «Translation and Translation Studies» (45.05.01) comply with modern requirements of the labour market and professional standards, and are aimed at accomplishing strategic goals as part of the programme «Priority-2030», which is full compliance with standard 2.

Achievements:

Based on the analysis of documents and the self-evaluation report and the meetings, the Panel could evidence flexibility of the Faculty of Foreign Languages in delivery of the educational programmes that involves continuous cooperation with the University administration; adjustment of the educational programmes in compliance with strategic goals of the University; meeting demands of the labour market, partners and employers in relation to project- and practice-oriented activities of the students; disciplines that develop soft skills; development and introduction of interdisciplinary courses (for example, legal linguistics).

Recommendations:

The Panel recommends that project activities should be separated in a project module/modules of curricula of the educational programmes. It will contribute to clearer definition of goals and objectives of projects, definition of learning outcomes as part of project activities and use of an effective evaluation system.

The University should pay attention to projects important for the society and region carried out in cooperation with local authorities (for example, linguistic support in the sphere of hospitality).

In order to improve training in specialized translation learning paths or special courses (elective courses) in various spheres of translation (engineering/legal/economic translation, etc.) should be introduced.

The University should provide opportunities to learn more other languages (through elective courses, for example).

2.3 Standard 3. Student-centred learning, teaching and assessment

Compliance with the standard: **full compliance**

Table 3 – Criteria to Standard 3

Nº	Subject of evaluation	Mark
1.	Consideration of needs of diverse groups of students and a possibility to create individual learning paths	A
2.	Consideration of non-formal and informal education (if available) when assessing learning outcomes/students' competencies (online courses, further education programmes, microcredentials)	A
3.	Use of clearly defined criteria and objective assessment procedures of learning outcomes/competences of students corresponding to the expected learning outcomes, goals of the study programmes and their purpose (diagnostic, formative or summative assessment)	A
4.	Information about study programmes, criteria and procedures for assessment of learning outcomes/competencies, examinations, tests and other types of control.	A
5.	Use of procedures of independent assessment of learning outcomes (certified examinations, Federal Internet-examination for graduates of Bachelor programmes Federal Internet-examination in the sphere of higher education", Federal Internet Examination in the Sphere of Professional Education, academic competitions, etc.)	B
6.	Availability and effectiveness of appeals procedure and procedures for dealing with students' complaints	B

Analysis of the educational programmes' compliance with the standard:

Based on the analysis of the documents, as well as meetings with graduates, students and representatives of the University, the Panel could evidence a clear system of cooperation with the students in relation to organizational and educational issues. For example, the students noted that they are involved in research activities of the Department and grant projects in the form of joint research and publications with the teachers; they participate in research conferences, seminars and project groups.

The Specialist and Master programmes are delivered with the use of technologies of blended learning. The teaching staff can choose information and communication technologies and platforms and receive advisory support from an IT-specialist. The students and teachers are informed through the Moodle platform, University website, e-mails and messengers. The information

about the content of the course, formative and summative assessment is also available on the Moodle platform.

Feedback from the students is received on all levels – Rector's Office, Dean's Office, Departments.

The students highly evaluated campus courses of the University and that these courses are publicly available (free of charge); up-to-date disciplinary paths; high level of teachers' expertise and their ability to motivate students to complete the whole course. The results of these courses are recorded in an academic transcript.

During the meetings with students and graduates it was noted that highly-demanded paths are those that are aimed at development of soft skills, critical thinking, marketing communication, management skills, as well as improvement of digital translator's competence (learning and work with various translation platforms).

The students also noted the diversity of their cultural, creative and social life and their participation in various events: Christmas, Days of Korean/Vietnamese culture, speaking clubs, business game «Translation unites professionals» (carried out together with the Association of Translation Teachers – SPBU).

The Panel came to the conclusion that the educational programmes fully comply with criteria of the standard.

Achievements:

A definitive advantage of the University is cooperation with students and continuous maintaining of contact with them; involvement of students in research, social and educational activities of the University and the Faculty of Foreign Languages. The students participate in translation and research projects of TSU and the Faculty, design research topics together with the teachers in terms of the laboratory «Socio-Cognitive Linguistics and Foreign Discourse», present the outcomes of research at the meetings of task force, conferences and seminars.

The Panel considers it necessary to highlight that such continuous efforts of the University contribute to scientific capability and employee pool for the HEI and the region.

Recommendations:

The University should enhance work on introduction of individual learning paths for up-to-date disciplines (for example, conduct surveys for students in order to learn these priorities).

Additional courses should be introduced in the educational programmes (as special courses, elective courses) which are aimed at development of soft skills, critical thinking, and courses on marketing and management.

Feedback after work placement should be enhanced (discussion of the process, results, difficulties); this will contribute to accumulation of professional knowledge and development of professional competences.

2.4 Standard 4. Student admission, support of academic achievements and graduation

Compliance with the standard: **full compliance**

Table 4 – Criteria to Standard 4

Nº	Subject of evaluation	Mark
1.	Systematic carrier guidance targeted at recruiting and selection of applicants should be in place	B
2.	Availability and effectiveness of rules and regulations for admission, transfer of students from other educational institutions, recognition of qualifications, periods of study and prior learning	A
3.	Balance of enrollment and graduation rates (retention, dropouts)	A
4.	Systematic work to support students' progression	A
5.	Availability of student information and support in project work, academic mobility programmes, students' participation in academic mobility	A

Analysis of the educational programmes' compliance with the standard:

Career guidance is carried out on a regular basis at TSU and the Faculty. The following events for applicants are held on a regular basis: Open Doors Days, olympiads, competitions, including international ones, online projects and meetings, linguistic and professional cultural events as «Forum of Siberian Talents», clubs for school students at research conferences of the Faculty and University, Folk Festival, work in social media, activities of the Applicant-Centre. Some events are aimed at involving foreign applicants: for example, the olympiad «TSU Master Student». Innovative forms of cooperation with applicants are used: business game, networking session, Science Slam for future translators, information days, open lectures and interactive workshops. It will undoubtedly contribute to successful promotion of Master and Specialist programmes, their recognition on the market of educational services and involvement of applicants.

The Panel noted that the number of enrolled students is constantly increasing; high percentage of students complete their studies and obtain subject-specific employment. The students continuously cooperate with mentors on the issues related to the educational process: information of students about all changes in the schedule, academic progress, and other academic issues.

During the studies the students form their portfolio; it helps Bachelor students when applying for Master studies, and Master students when obtaining subject-related employment.

During the meeting the students showed high level of loyalty to the University, expressed their positive relation to the University, quality of the educational programmes, professionalism and personal qualities of teachers, which is indicative of an organized system of cooperation between the administration, teachers and students.

The Panel came to the conclusion that the educational programmes fully comply with criteria of the standard.

Achievements:

TSU and the Faculty promote the educational programmes in various ways; students from other regions and foreign students are actively involved.

A sound career guidance strategy contributes to sustainable growth in the number of enrolled students for the programmes under review.

Continuous information support of the educational process (in relation to competitions, grant projects, scholarships and internships) contributes to enhancement of research and educational indicators of students and their academic mobility.

Recommendations:

Promotion of Master programmes should be enhanced in relation to involvement of industrial partners, employers and partner HEIs. New forms and technologies of recruiting for Master studies should be used (storytelling, success stories, career fairs, edutainment, etc.).

Partnership with subject-related HEIs/faculties should be developed to promote networking cooperation and academic mobility of students.

2.5 Standard 5. Teaching staff

*Compliance with the standard: **full compliance***

Table 5 – Criteria to Standard 5

Nº	Subject of evaluation	Mark
1.	Availability and compliance with clear, transparent and objective criteria of: – recruitment of the members of the teaching staff from Russia and/or abroad, appointment to a position, promotion, dismissal; – dismissal of the members of the teaching staff as a result of a failure to comply with professional competence requirements.	A
2.	Compliance with professional competence requirements, relevance of specialisms, degrees and titles and /or practical experience to the profile of the study programmes	B
3.	Use of best national and international practices as well as current tendencies in teaching	B
4.	Availability of a mentoring /counseling / support system that takes into account the needs of different groups of students	A
5.	Research activity of the teaching staff, implementation of research results in the academic process	A
6.	Employing visiting lecturers from other national and international educational/industrial/research institutions	A
7.	Participation of teachers in joint international projects, internships abroad, academic mobility programmes	A
8.	A system of financial and non-financial incentives for teachers	B
9.	A system for career development and professional advancement for teachers	B

Analysis of the educational programmes' compliance with the standard:

The teaching staff clearly understands this field of study and know the documents related to the educational programmes. The academic load for this academic year is 1480 academic hours; the academic load of an associate professor is up to 900 hours. Approximately 600 hours are devoted to participation of teachers in other activities (research, educational, organizational). The teaching staff are familiar with their load distribution and individual plans through the Personal Account.

Foreign teachers – native speakers work at the Faculty. Their number is from 7 to 9 people; they are employed in compliance with the «Regulations on employability of foreign citizens». The number of practitioners is from 6 to 10%.

The teaching staff do research, enhance their qualification, participate in research projects and the conference «Yazyk I Kultura» (Language and Culture). This conference is a «carte de visite» of the Faculty. The teachers make publications with the students.

Part of activities of the teaching staff is related to the use of digital technologies. First of all, they include the platforms Moodle, Flamingo and English Patient, which is popular among English teachers. The teachers noted convenience of these platforms and good skills of using information and communication technologies as continuous efforts on their introduction have been applied long ago and included development of digital platforms and training of teachers to work with them.

The teaching staff actively participate in academic mobility programmes (according to the self-evaluation report, in 2017-2021 21 teachers took part in academic mobility programmes).

The Panel reviewed publications of teachers and students for the last 10 years as well as achievements of the teaching staff in professional and research competitions.

Cooperation of the teaching staff with the University administration and joint sessions of the Rector and teachers are indicative of teachers' involvement in the University strategic policy and the programme Priority-2030.

The Panel came to conclusion that the educational programmes fully comply with the standard.

Achievements:

Research activities of the teachers, including research carried out together with the students (joint research projects and publications) are in place.

The mentoring system is an important mechanism of sharing best practices, learning requirements of the HEI and Faculty for young teachers, professional adaptation of young teachers to the University environment, building stable relations with the staff and students.

The University has a system of grants; due to this system each faculty can give incentives to teachers for accomplishing performance indicators.

Recommendations:

The University should enhance information of the teaching staff about the incentives system.

Publication activities of the teaching staff should be enhanced by involving teachers in the design of the main research topic of the Department/Faculty, by establishing research groups, holding regular research seminars with students.

The number of teachers from other subject-specific organizations should be increased, for example, by delivering special courses, project modules, elective courses.

2.6 Standard 6. Learning resources

Compliance with the standard: **full compliance**

Table 6 – Criteria to Standard 6

Nº	Subject of evaluation	Mark
1.	Provision of the study programme with material and technical resources (modern tools, equipment, computers, classrooms, laboratories, art studios, student theatres, etc.)	A
2.	Availability of internship opportunities, well-equipped facilities and qualified supervisors	A
3.	Availability of up-to-date library and information resources including those for independent study and research work; availability of e-library and fully accessible e-learning environment	A

Analysis of the educational programmes' compliance with the standard:

Based on the information provided in the SAR, and after visiting the university facilities, library and the Museum of Books, the Panel came to conclusion that the material and technical resources used in the delivery of the programmes undergoing accreditation are adequate and sufficient.

Professional equipment is used to facilitate the development of essential professional competencies. For example, translation classes are delivered in classrooms equipped with booths for simultaneous translation.

The Review Panel members examined the University research library, the reading hall of the bibliographic information centre, the international resource center. The library has extensive collections of literature in foreign languages: English, German, French, Italian, Spanish, etc. Many library collections are publicly available.

The library is used for the meetings of student volunteer associations. Conversational clubs in foreign languages, held in the University library's co-working spaces, are very popular among TSU students and Tomsk residents. Students and graduates from the programmes undergoing accreditation teach/moderate the work of these clubs. The library premises host numerous

research and practical events for both university students and teachers, as well as Tomsk residents.

The Panel members came to the unanimous opinion that the material and technical resources used in the programmes undergoing accreditation are in full compliance with the criteria of the standard.

Achievements:

The Panel commends the TSU Library Center for the systemic work aimed at the promotion of library services for students, teachers and Tomsk residents. The library resources are available to the students and the teaching staff 24/7.

The Panel could evidence the museum of rare books and enjoyed the guided tour carried out by a University teacher.

The quality equipment of foreign language classrooms facilitates the learning process in traditional/face-to-face or hybrid formats. These include computer classes, multimedia classrooms with the Internet access, classrooms equipped with the "AKTRU" system, a classroom for simultaneous translation; and a research laboratory.

Recommendations:

It is recommended that the University focus on upgrading dormitory living conditions and technical equipment, as well as on building co-working areas and self-study rooms.

2.7 Standard 7. Collection, analysis and use of information for managing the study programmes and public information

Compliance with the standard: **full compliance**

Table 7 – Criteria to Standard 7

Nº	Subject of evaluation	Mark
1.	The educational institution should have in place a unified effective IT system in order to collect and analyze information and ensure its effectiveness for the study programmes to be properly managed	A
2.	Involvement of students and members of the teaching staff in collecting and analyzing information for proper management of study programmes; providing access to information related to organizational issues of the educational process	A
3.	Effective use of the official website of the HEI, publication on the website and in mass media of complete and reliable information about educational programmes, achievements, including objective data on graduates' employment and labour market demand	A
4.	Content and adequacy of translation of the English version of the website/webpage of the structural unit	A
5.	Availability of a feedback mechanism for stakeholders (students, teachers, employers, line ministries and departments) on the university website and other sources	A
6.	Integration in the environment, interaction of the educational institution	A

with major employers, different professional associations and other national and international organizations on industry-specific, regional, national and international levels
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Analysis of the educational programmes' compliance with the standard:

Based on the information provided in the SAR, the analysis of TSU e-University, and after interviews with the representatives of the Institute of Distance Learning the Panel could evidence that the University information infrastructure is delivered on numerous platforms, each providing access to a certain information cluster. The learning platform Moodle is the core of the University e-learning environment. The learning platform "Flamingo" contains data on students' individual achievements, scholarship and grant opportunities. It is also used to submit applications for academic contests. Corporate services for teachers are in place. These include automated information systems "Persona" and "1C: University". The educational, research, and other activities of the teaching staff and students are tracked using the system of personal accounts.

The University website contains regularly updated information on all the activities going on at the University and its structural subdivisions, including employment opportunities for university graduates. The webpage of the faculty of foreign languages is a reliable source of information for the teaching staff and students on the progress of the study programme delivery, achievements and awards of teachers and students, current issues of educational activities, internship and employment opportunities.

The teaching staff involved in the delivery of the programmes undergoing accreditation maintain close cooperation with the practical training sites and employers. This cooperation is properly documented with agreements on cooperation. Employers discuss the content of educational programmes, revise individual modules / courses of the study programmes in accordance with the requirements of the labor market (particularly the project activities).

The Panel members came to a unanimous opinion that the programmes undergoing accreditation fully comply with the criteria of this standard.

Achievements:

The External Review Panel could evidence a clear system of informing the members of the teaching staff and students about all the aspects of educational, organizational, and research activities, including up-to-date data from university partners and employers.

The Panel also commends the University for the transparency and accessibility of the information and its compliance with the objectives of the strategic development of the university.

Recommendations:

It is recommended that the University should strengthen the information policy on the possibilities of cooperation with employers and graduates, to develop new forms of partnership with them.

The Panel also recommends that the University should improve the system of informing the teaching staff on the decisions taken by the university administration and faculty, as well as to strengthen the effectiveness of the use of survey results, and diagnostics for effective decision-making.

2.8 Standard 8. On-going monitoring and periodic review of programmes

*Compliance with the standard: **full compliance***

Table 8 – Criteria to Standard 8

№	Subject of evaluation	Mark
1.	Documented procedures of monitoring and periodic review of study programmes should be in place	A
2.	Study programmes should undergo regular external review procedures	A
3.	Availability of follow-up as a result of external review of study programmes and consideration of the results of previous external reviews when conducting subsequent evaluation procedures	A
4.	Availability of results of independent assessment of study programmes (bestedu.ru, programme rankings, academic achievements of students and members of the teaching staff, achievement of study programmes)	A

Analysis of the educational programmes' compliance with the standard:

Based on the information provided in the SAR, and interviews with the heads of the faculty, departments, teachers, students and graduates from the programmes undergoing accreditation, the Panel found out that study programmes are independently evaluated through surveys of students who regularly give feedback on the quality of educational programmes. The study programmes are regularly discussed at strategic sessions, meetings of the academic and administrative councils of the faculty, the departments, the educational and methodological association.

The content of the programmes is revised based on the analysis of the recommendations from employers and industrial partners, analysis of the labor market and surveys of graduates and undergraduates. The result may be advanced modules (developed jointly with employers), interdisciplinary special courses (e.g. legal linguistics). Professional courses are introduced into the variable component of the main educational programmes, further education programmes, on optional courses and extracurricular activities (e.g. on-campus courses). The development of students' IT competencies essential to operate the digital environment is emphasized and introduced in the content of the educational programmes. These involve online courses, courses related to the development of e-platforms and programmes (used for language learning, software translation systems mastering). There are self-study courses of machine translation and online intercultural communication case studies for students to master on their own.

Students and teachers take part and win awards in professional and academic competitions. For example, N.I. Marugina, a Candidate of Philology, Associate Professor of the Department of English Philology, became the winner of the professional competition "The Best teacher of translation".

The teachers involved in the delivery of the programmes undergoing accreditation publish the results of their research work in journals indexed in reputable databases.

As a result of document examination and interviews with stakeholders the Panel members unanimously confirm the compliance of the programmes with this standard.

Achievements:

The members of External Review Panel commend the University for the continual monitoring of educational programmes. Academic and administrative councils of the Faculty of Foreign Languages monitor the achievement of the key performance indicators. After the adoption of University standards, the Programme was revised and amended.

Recommendations:

It is recommended that the University should more actively involve the members of the teaching staff in the analysis of feedback on the results of the study programme monitoring.

It is recommended that the University should foster teachers' participation in grant and research activities.

2.9 Standard 9. Quality assurance of education (online/distance learning)

Compliance with the standard: **full compliance**

Table 9 – Criteria to Standard 9

Nº	Subject of evaluation	Mark
1.	Availability of facilities (equipment) in an educational institution necessary to deliver study programmes via e-learning/distance learning technologies	A
2.	Availability of technical infrastructure for e-learning (access to e-learning environment, sufficient e-library resources, digital security)	A
3.	Use of electronic/ distance or blended learning technologies in accordance with the objectives of the study programmes, goals of evaluating students' achievements and due consideration of students' capabilities and needs	A
4.	Systematic work meant to support (record) the educational process and students' academic performance when using e-learning and / or blended learning approach	A
5.	Academic and technological support for teachers and students to obtain the necessary digital competencies when delivering or mastering programmes in a distance format	A

Analysis of the educational programmes' compliance with the standard:

Based on the information provided in the SAR, and interviews with the university administration, heads of faculties, teachers and students, as well as those responsible for the e-learning environment, it became clear for the Panel that the development of e-learning at the University is coordinated by the Institute of Distance Learning. E-learning system enables students to gain knowledge by means of distance technologies, facilitates academic interaction between teachers and students, provides stakeholders with timely information about all the events taking place at the university.

The University extensively uses a hybrid educational format for students' learning. There are currently 45 classrooms suitable for both face-to-face and distance learning.

The core of the University is the Moodle learning platform. It has been revealed that the most extensively used platforms for distance learning in the programmes undergoing accreditation are Moodle, Stepik, the English Patient, and SkyEng.

The e-learning environment of the University facilitated the development of courses, training sessions, academic contests. One of the objectives is to create and develop the system of online courses for students at TSU and other national HEIs. Five open online courses are used in the programmes undergoing accreditation.

The software is updated on a regular basis. The system responds flexibly to the requests of the teaching staff and students.

Based on the analysis of the documents provided and the interviews with stakeholders the Panel members consider that the programmes undergoing accreditation fully comply with the criteria of the standard.

Achievements:

The members of the Review Panel commend the University for the development and replication of online courses. From 2019 to 2021, mass open online courses of TSU were uploaded to the online platforms Lectorium and Stepik. About 1.5 million people enrolled in these courses.

The TSU online courses are annually awarded high prizes at the international competition of online courses EdCrunchAwards, which proves their quality. Students of UrFU, FEFU, KFU, KemSU and other universities enroll in TSU courses.

Recommendations:

It is recommended that the University should develop/acquire specialized services for linguists-translators' training.

It is recommended that the University should deliver training sessions and advanced training courses for the teaching staff on digital technologies, thus motivating the teaching staff members to develop specialized e-learning and online courses.

3. RECOMMENDATIONS FOR IMPROVEMENT

Thus, based on the analysis of the presented documents, meetings and interviews, conducted during the online site-visit, with the purpose of enhancing the quality of delivering the educational programmes under review the Review Panel recommends that the University should:

- pay attention to recommendations of each standard given in this report;
- make more specific contribution of the Faculty of Foreign Languages to the programme «Priority-2030»; develop a strategy to achieve goals in priority activities of the University;
- provide opportunities to learn more other languages;
- continue working on introduction of a regional component to the educational programmes; pay attention to minority languages and cultures of the region;
- continue designing and introducing interdisciplinary courses as well as courses aimed at developing communication skills (soft skills), critical thinking, marketing and management competences;
- enhance involvement of industrial partners and employers as owners of research and applied projects, including cooperation with local authorities to carry out socially important projects, for example, projects related to linguistic support in the sphere of hospitality;
- enhance involvement of teachers in strategic development of the University; improve the system of information of the teaching staff in relation to ranking indicators, performance indicators, provision of incentives for various kinds of activities;
- enhance publication activities of the teaching staff by establishing research groups with involvement of students, by involving teachers in activities of research laboratories; involve teachers in grant projects;
- introduce individual learning paths with account of demands and professional interests of students;
- extend the list of facilities for work placement involving employers, partners and graduates;
- develop interuniversity clusters to provide academic cooperation, exchange of best practices, breakthrough interdisciplinary research, introduce innovations, develop science and technologies in the region, train highly-qualified personnel;
- enhance academic mobility of students and teachers, involve them in exchange programmes and internships;
- continue improving the electronic educational environment by working with more online platforms and online resources for translation (including specialized translation) and learning foreign languages; enhance cooperation with nonresident students, improve ways of receiving feedback about their satisfaction with living conditions; provide comfortable living and learning conditions

CONCLUSION

Based on the self-evaluation report analysis, documents and data submitted the External Review Panel has come to the conclusion that the educational programmes «Linguistics» (45.04.02), «Translation and translation studies» (45.05.01) **fully comply** with the accreditation standards and criteria of the National Centre for Public Accreditation.

The Panel recommends that the National Accreditation Board accredit the educational programmes «Linguistics» (45.04.02), «Translation and translation studies» (45.05.01) delivered by the National Research Tomsk State University for the period of **six years**.

ANNEX A

SCHEDULE OF THE SITE VISIT OF THE EXTERNAL REVIEW PANEL

Time (Beijing time)	Activity	Participants
zoom link https://us06web.zoom.us/j/89534040367?pwd=d0tjaGNMMzYzLy9EOGJTODB1Z2FKdz09 Conference ID: 895 3404 0367 Password: 353097		
18 May, Wednesday		
10.00 – 10.30	First meeting of the Panel, testing zoom	
10.30 – 12.00	Meeting of the ERP with the University administration and people responsible for accreditation (Russian-English translation)	Rector, Vice-Rectors, people responsible for accreditation, ERP (External Review Panel)
12.00 – 12.15	Break	
12.15 – 13.45	Meeting with Deans and Deputy Deans (Russian-English translation)	Deans, Deputy Deans, ERP
13.45 – 16.15	Break for Chinese experts (excursion and lunch for Russian experts)	
16.15 – 17.45	Meeting with heads of departments (Russian-English translation)	Heads of departments, ERP
17.45 – 18.00	Break	
18.00 – 19.30	Meeting with graduates (Russian-English translation)	Graduates, ERP
19.30 – 20.00	Summing up the 1st day	ERP

Time	Activity	Participants
19 May, Thursday		
10.00 – 10.20	Connection of experts	
10.20 – 11.20	Meeting with responsible persons for electronic educational area (Russian-English translation)	Responsible persons for electronic educational area, ERP
11.20 – 14.45	Break for Chinese experts (profile excursion and lunch for Russian experts)	
14.45 – 16.15	Meeting with teachers (Russian-English translation)	Teachers , ERP
16.15 – 16.30	Break	
16.30 – 18.00	Meeting with students (Russian-English translation)	Students, ERP
18.00 – 18.15	Break	
18.15 – 19.45	Meeting with representatives of professional community (Russian-English translation)	Representatives of professional community, ERP
19.45 – 20.15	Summing up the 2nd day	ERP
20 May, Friday		
10.20	Connection of experts	
10.30 – 12.40	Internal meeting of the Panel: discussion of preliminary results of the site visit, preparation of the oral report of the panel (Russian-English translation)	ERP
13.00 – 14.00	Closing meeting of the External Review Panel with the representatives of the University (Russian-Chinese translation)	ERP, University administration, Heads of the Graduate Departments, teachers, students

ANNEX B

PARTICIPANTS OF THE MEETINGS

Administration and people responsible for accreditation

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9.	Rezanova Zoya Ivanovna	head of department of general Slavonic-Russian linguistics and classical philology	rezanovazi@mail.ru 8-(3822)-534-899

Deans, deputy deans, director of institutes:

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Specialists for digital education

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Heads of departments:

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8.	Obdalova Olga Andreevna	head of the programme "Intercultural communication in education"	8-(3822)-527-646
9.	Marugina Nadezhda Ivanovna	head of the programme "Professionally Oriented Translation"	8-(3822)-529-695

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Computer and cognitive linguistics			
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Intercultural Communication in Education			
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ANNEX C

THE SCALE OF ASSESSMENT PARAMETERS OF A STUDY PROGRAMME

№	Standards	Assessment of the of educational programmes			
		Full compliance	Substantial compliance	Partial compliance	Non-compliance
1.	Policy (goals, development strategy) and quality assurance procedures of study programmes	*			
2.	Educational programmes	*			
3.	Student-centred learning, teaching and assessment	*			
4.	Student admission, support of academic achievements and graduation	*			
5.	Teaching staff	*			
6.	Learning resources	*			
7.	Collection, analysis and use of information for managing the study programmes and public information	*			
8.	On-going monitoring and periodic review of programmes	*			
9.	Quality assurance of education (online/distance learning)	*			