



REPORT

ON EXTERNAL REVIEW

of the study programmes in the fields of study:

«Fundamental and applied linguistics»
(45.03.03, 45.04.03),

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 «Fundamental and applied linguistics» (45.03.03, 45.04.03) 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 «Fundamental and applied linguistics» (45.03.03, 45.04.03) 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 «Fundamental and applied linguistics» (45.03.03, 45.04.03) 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 «Fundamental and applied linguistics» (45.03.03, 45.04.03) 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 «Fundamental and applied linguistics» (45.03.03, 45.04.03) 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.

According to the standards and criteria of accreditation of NCPA and HEEC the preliminary assessment of the study programmes in «Fundamental and applied linguistics» (45.03.03, 45.04.03) 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 «Fundamental and applied linguistics» (45.03.03, 45.04.03).

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 «Fundamental and applied linguistics» (45.03.03, 45.04.03) delivered by the educational institution.

The draft report of 35 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 the self-evaluation report of the educational programmes in 45.03.03 Fundamental and Applied Linguistics, 45.04.03 Fundamental and Applied Linguistics, and the meetings with the University administration and people responsible for accreditation the Panel found that the educational programmes are updated on a regular basis during the meetings of the Academic and Administrative Councils of the Faculty, staff meetings and strategic sessions. In addition, efficiency of these programmes and feedback from students are evaluated. Employers and industrial partners are involved in enhancement of the educational programmes.

Besides, the Faculty of Philology adheres to the principle of interdisciplinary studies, employs a project approach while involving experienced supervisors of projects, who coordinate the work of young researchers and students, thereby maintaining continuity of research views in terms of existing research schools and educational traditions.

According to students, graduates and employers the quality of graduates' training comply with modern demands of the market and expectations of industrial partners.

The University and the Faculty of Philology are involved in the strategic programme Priority-2030; present their achievements in international and national rankings; have positive image among employers. Taking into account these facts, the External Review Panel came to unanimous conclusion that performance of the Faculty of Philology complies with the criteria of Standard 1.

Achievements:

TSU takes part in top-rated research and grant projects, including the programme Priority-2030 and megagrant aimed at preserving historic and cultural and linguistic heritage of Siberian peoples.

The University administration, teaching staff and students are involved in pursuing goals and objectives of the University. The educational institution has strong positions in international reputable rankings, for example, QS – 272nd position, 107th position in the number of foreign students, 2nd position among Russian HEIs, etc.

The Faculty of Philology maintains characteristics of a traditional university under global adherence to digitalization supporting the strategy of a Big University aimed at humanization of social environment of the region while solving economic problems.

Recommendations:

The University should pay attention to its language policy, provide opportunities to learn more languages. For example, learning certain languages including oriental languages as the first foreign language.

The University should provide opportunities to learn minority languages in order to preserve historic and cultural and linguistic heritage of the region. It will definitely contribute to the development of a humanitarian platform in terms of the programme Priority-2030.

2.2 Standard 2. Educational programmes

Compliance with the standard: **full compliance**

Table 2 – Criteria to Standard 2

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:

The University administration and teaching staff are involved in accomplishment of objectives of the programme Priority-2030 with the account of research and educational specifics of TSU. The result of fulfilling target indicators is accomplishment of the social and socio-humanistic mission of the University aimed at meeting cultural and ethic demands of the public. The basic values of the University are traditions, openness and fundamental

character. TSU fulfills a consolidated function providing cooperation between HEIs and regions.

Strategic objectives are fulfilled in terms of the educational programmes under review. Research laboratories and the staff, project and research groups do a series of field research in the sphere of minority languages, development of databases and multilingual dictionaries. Modern computer hardware and software developed by the University staff are used for state research works and grant projects.

The updated educational programmes are published on official resources of TSU. The professional standards (ПС 06.013; ПС 06.001) are taken into account in the content of programmes. Graduates and employers take part in meetings on updating the content and the list of competences necessary for a graduate.

Following the outcomes of meetings, review of the self-evaluation report and TSU official resources, the Panel came to conclusion that the educational programmes and activities of the Faculty of Philology are aimed at completing strategic tasks of the University, which comply with the programme Priority-2030; their content correspond to modern requirements of the labour market and professional standards. It is in full compliance with Standard 2.

Achievements:

The educational programmes are updated on a regular basis during strategic sessions and meetings of the Academic and Administrative Councils of the Faculty.

The University regularly cooperates with students and employers, including industrial partners, in order to involve specialists, who know two or more languages.

Recommendations:

The University should promote the educational programmes and further education programmes not only through official Internet resources of the HEI, but through face-to-face meetings, cultural and educational events, workshops and presentations of advantages of the programmes. Such positioning of a linguistic component would contribute to enhancing positions of TSU in the sphere of linguistic education.

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	A

	learning outcomes/competences of students corresponding to the expected learning outcomes, goals of the study programmes and their purpose (diagnostic, formative or summative assessment)	
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:

The University pays careful attention to educational, research and social life of students. The students participate in research conferences, seminars showing their individual achievements in graduation works, work placement, internships and work in project groups. When making a Bachelor's degree work, the students receive basic theoretical knowledge, linguistic education, and learn the basics of the profession.

During Master studies professional specialization of students is carried out, including work with special languages, receiving knowledge of marketing and management essentials, broadening knowledge in digital technologies and learning subject-specific components. Training is delivered through discursive practices. The educational process is practice-oriented due to cooperation with industrial partners, research events, image-building events. The students take part in various student olympiads and competitions thus promoting the image of the University.

The Bachelor and Master programmes are delivered with the use of technologies of blended learning. The teaching staff can choose information and communication technologies, platforms and advisory support from IT-specialists. The students and teachers are informed through the platform Moodle, University website, e-mail and social media. Information about the content of the course, formative and summative assessment is published on the Moodle platform. The procedures of appeals and complaints, admission and expulsion are carried out in compliance with the regulations and other regulatory documents of the University.

The students noted campus courses as a special opportunity, where they can gain new competences free of charge. The students have two options – complete a course and pass summative assessment. Achievements of students are recorded in an academic transcript.

During the meeting, the students confirmed the facts that are described in the self-evaluation report (p. 13 - 19) related to student complaints, representation and protection of their interests, communication channels and use of these channels to get and disseminate information.

Based on the above, the External Review Panel came to the conclusion that the cluster of educational programme comply with modern requirements. Student achievements are regularly monitored; classes are delivered on a high

professional level; students are involved in project activities and social life of the University.

Achievements:

An undeniable achievement of the University is that students are involved in research, educational and social activities of TSU. The students participate in student conferences, research grant projects, career guidance and projects, which contribute to the development of human capital and employee pool of the region.

Recommendations:

Representation of the University on regional and Russian platforms should be enhanced through extension of volunteer activities, participation of staff and students in socially significant projects of the region, subject-specific student olympiads. For example, the University can become a venue for the Eurasian Linguistic Olympiad for school students in 2022/2023.

The system of independent evaluation of quality of graduates' training should be enhanced through independent evaluation centres.

Work of the Confucius Centre should be enhanced, for example, through HSK/HSKK examinations or participation in national competitions.

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

Compliance with the standard: **full compliance**

Table 4 – Criteria to Standard 4

№	Subject of evaluation	Mark
1.	Systematic career 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 regularly carried out in TSU. Information days, open lectures and interactive workshops are regularly carried out. During work placement in organizations of secondary and general education the students inform future applicants about studies, student life, opportunities for obtaining a profession, learning foreign languages. 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 admission rules are published on official resources of the University. The admission board can also provide information. Presentation of the electronic educational environment confirmed availability of an organized system of information of applicants, students and parents about events, admission rules and deadlines for submitting documents. The admission quotas are dynamic; a surge of interest to these field of study and learning of foreign languages is in place.

The University supports students in relation to their academic progress during the educational process. Besides, the students can independently make their portfolio by presenting corresponding evidence.

The External Review Panel came to the conclusion that the cluster of educational programmes fully complies with the standard.

Achievements:

TSU successfully participates in image events aimed at the University positioning as a "Big University".

The University has "campus" courses, and students were very enthusiastic about these courses and the platform "Ya v TSU" (I am at TSU).

Recommendations:

The University should enhance career guidance among applicants (students of schools and institutions of secondary vocational education). Students should participate more in student exchange programmes and student tourism programmes with partner HEIs, which will contribute to the development of internal student mobility.

The University should enhance informal cooperation with school students through the technologies of edutainment, gamification, joint activities with the 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	B

	tendencies in teaching	
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. The academic load for this academic year is 1480 academic hours, and 900 of them are devoted to classroom work. The number of classroom hours varies as it depends on the position and academic title. The teaching staff works in compliance with the curriculum and regulatory documents. Foreign experts are involved in the educational process. The teaching staff regularly enhance their qualification, participate in research projects, including megagrants, programme Priority-2030, and carry out projects on the basis of laboratories with involvement of young teachers.

A part of teachers' work is automated. The teachers use resources of the Moodle platform and programmes recommended by the University administration. The teachers can choose the programmes in the electronic list with inline links. The teaching staff and students underlined convenience of using the resource Flamingo. The teachers and students are informed through various communication channels – TSU official website, e-mail, social media, and resources of the Trade Union. Information about the events is also distributed with the help of the Institute of Further Education.

The External Review Panel examined publications of teachers and students for the last 10 years.

The teaching staff cooperates with the University administration on a regular basis – at the meetings with Rector and Vice-Rectors, strategic sessions, which demand an overall discussion of University goals and objectives; at the meetings of the Academic Council, which are available for the public through a link; e-mails to the Rector's office.

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

Achievements:

The teachers and students are involved in research activities of the University; various research groups with researchers of various generations, which contribute to ensuring continuity in research schools, developing the mentoring system, educating young researchers interested in preserving and continuing research traditions of the University with the use of new equipment and software.

The teaching staff and students are involved in the programme Priority-2030. Besides, the University has a system of grants, and each Faculty has its own budget; the financial resources of this budget are used as incentives for fulfilling performance indicators of the teaching staff.

Recommendations:

The teaching staff takes part in research programmes and projects, nevertheless, the External Review Panel points out that the University should:

- update the system of criteria to comply with modern goals and objectives of the University;
- carry out awareness-raising activities with teachers in relation to correlation of criteria and financial incentives;
- enhance publication activities in up-to-date areas of modern Fundamental and Applied Linguistics and Theory of Translation;
- make a list of recommended programmes of qualification development for the teaching staff;
- provide for a programme of qualification development in educational management;
- pay close attention to qualification of teachers among native speakers;
- take into account the best national practices and developments in cognitive and applied (computer) linguistics with the use of best practices of Moscow and Saint-Petersburg research schools;
- extend the list of topics of research in cognitive linguistics in order to comply with the challenges and demands of the public, for example, cognitive linguistics + speech and language pathology; cognitive linguistics + special needs education/psychology.

2.6 Standard 6. Learning resources

Compliance with the standard: **full compliance**

Table 6 – Criteria to Standard 6

№	Subject of evaluation	Mark
1.	Provision of the study programme with material and technical recourses (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, as well as the visits to computer classes, research laboratories, library and the Museum of Books, the

Panel came to conclusion that material and technical resources are adequate and sufficient to deliver the programmes undergoing accreditation.

The members of the Panel had an opportunity to examine the research library of the University, visit the reading room of the bibliographic information center, the international resource center, as well as to evidence that the students actively use the library. Students' requests are season-based, however, there is a high demand for all electronic subscriptions valid at the time of accreditation procedure.

The library co-working space is used for a variety of purposes by the voluntary youth associations (e.g. Conversational Clubs, etc.). Numerous research and practical events are held for both the students and the teaching staff of the university, and for city residents.

After an internal discussion and exchange of views, all Panel members came to conclusion that the criteria of this standard are fully met and the programmes undergoing accreditation fully comply with the standard in terms of material and technical resources.

Achievements:

Significant development of information and library resources; round the clock access to books; the use of museum pedagogy as an educational practice at the University, implemented in the Museum of Books at TSU; intensive cooperation with specialized practical training facilities - schools, IT companies, translation bureaus; the presence of well-equipped classrooms and computer classes.

Recommendations:

It is recommended that the University should continue equipping self-study rooms in dormitories and expanding co-working spaces.

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

№	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 with major employers, different professional associations and other national and international organizations on industry-specific, regional, national and international levels	A

Analysis of the educational programmes' compliance with the standard:

Based on the information provided in the SAR, the analysis of the activities of the electronic University of TSU and the information gained at the meeting with the representatives of the Institute of Distance Education the Panel could evidence the presence of a multicomponent system providing formal (e.g. services and platforms) and informal (e.g. learning resources, authors' courses, open online courses, etc.), education. At the moment, the university uses software developed in Russia and abroad, but there is a tendency for full import substitution of computer solutions. E-university is based on the Moodle platform.

The development of the electronic university is aimed at creating the comfortable learning environment for students, staff and teachers. The Panel members observed fully automated processes, the member area, system's functional capacity including documenting of students' enrollment, academic progress, and employment of the teaching staff. Educational and research activities of the teaching staff and students are monitored via the member area. Electronic environment has abundant educational resources (lectures, assignments, recommended resources, etc.).

In the framework of the programmes undergoing accreditation the university closely cooperates with the practical training facilities and employers which is confirmed by agreements on cooperation, regular practical training of students and their involvement in the discussion of the content of educational programmes when they are revised and updated.

All panel members came to conclusion that the programmes undergoing accreditation fully comply with criteria of this standard.

Achievements:

The University has contributed tremendous effort into establishing integrated databases to introduce 1C software and the Moodle platform, which facilitate and speed up every day work. The system also enables grouping the courses based on different criteria.

The University uses a variety of communication channels to inform its stakeholders. These include the University website, telegram channel, the Moodle platform. At every faculty there is a designated deputy dean for the e-university.

Recommendations:

It is recommended that the University should strengthen its information policy in terms of its social mission, namely:

- to improve the quality of the living conditions in students' dormitories;
- to strengthen collaboration between the administrative staff and students residing in dormitories;
- to ensure the safety of the living conditions for nonresident students;
- to enhance the effectiveness of the use of surveys, and diagnostics for administrative 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

Nº	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, as well as the interviews with deans, deputy deans, and teachers, the Panel could evidence that educational programmes undergo regular independent assessment. Students are regularly surveyed on the quality of study programmes. The recent feedback demonstrated a high level of students' satisfaction with the study programmes undergoing accreditation. The quality of study programmes is regularly discussed at strategic sessions, at faculty meetings, and at the meetings of the Academic and Methodological Association.

Students' and employers' recommendations are carefully considered and introduced into the study programmes, sometimes in the form of advanced modules. The teaching staff of the department at the interview mentioned the development of convergent (interdisciplinary) programmes. In order to deliver these programmes the University either engages teachers from other faculties or employs industrial partners. The professional component of the programme is intensified by being introduced in the study programme as an elective course, further education programmes, and extracurricular activities. Students can also access the learning resources in the electronic educational environment: online lectures, self-study modules, etc.

Students and teachers take part and often win in academic and professional contests. The interviewees named the contests, in which TSU students took part, including the cluster programmes undergoing accreditation.

At strategic sessions and weekly meetings, the staff discuss the priority objectives that contribute to supporting the quality of educational services provided. The results of these meetings are then documented.

The high position of the University in international rankings proves its compliance with the requirements.

Following the results of the joint discussion, the Panel members unanimously confirm the compliance of the programmes with the criteria of the standard.

Achievements:

There is in place an effective system of academic and administrative faculty councils that monitor the achievement of key indicators, as well as the effectiveness of educational programmes. This is also facilitated by the strategic sessions and weekly meetings on topical issues and problems.

Recommendations:

It is recommended that the University should develop and use the roadmaps that will ensure better navigation in multi-vector and multitask conditions.

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 deans, deputy deans, teachers, students and graduates, the Review Panel could evidence that the university successfully operates the e-learning environment that provides research and academic cooperation among administration, teaching staff, and students. The electronic educational environment supports formal and informal aspects of research and education. In order to facilitate interaction between the teaching staff and students, the structure of the e-learning environment is uniformed and user-friendly. E-learning environment functions as an information resource and at the same time provides statistical data necessary to monitor the quality of educational programmes and research achievements. The teaching staff are well-informed and duly notified of the mandatory completion of certain components in the electronic environment, including the announcement forum, students'; progress, interim and final assessment.

E-learning environment helps ease many routine processes, including students' applications, surveys and questionnaires.

E-learning environment contains 13,700 of e-courses, including over 100 open online courses of TSU, as well as resources developed jointly with other universities and industrial partners.

The software is regularly updated, the system responds flexibly to the requests of teaching staff, employees and students.

Based on the analysis of documentation and face-to-face meetings with interviewees, the members of the Review Panel came to conclusion that the programmes undergoing accreditation fully comply with the criteria of the standard.

Achievements:

A lot has been done on the development of databases and their integration with the system.

Recommendations:

It is recommended that the University should offer the course of advanced training to its teaching staff in order to ensure their IT literacy, to take into account students' feedback when introducing ICT into the educational process.

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;
- pay attention to its language policy in relation to learning foreign languages as a first/second foreign language;
- continue work on learning minority languages in order to preserve ethnocultural diversity of the region while involving young researchers contributing to the concept of mentorship and the programme Priority-2030;
- in order to accomplish three missions of the University it should pay attention to the incentives system for the staff and students and use the roadmaps that will ensure better navigation in multi-vector and multitask conditions;
- enhance research in cognitive linguistics and consider the possibility of developing new educational programmes, for example, cognitive linguistics + speech and language pathology; cognitive linguistics + special needs education/psychology;
- provide for modules aimed at developing soft skills in programmes of higher and further education;
- strengthen its information policy in terms of promoting modern convergent educational programmes by combining various forms of social and cultural cooperation with school students, students, and parents;
- the system of independent evaluation of quality of graduates' training should be enhanced through independent evaluation centres, competitions among universities; the results can provide insight into the quality of students' training;
- extend activities of language clubs; work of the Confucius Centre should be enhanced, for example, through HSK/HSKK examinations or participation in national competitions;
- students should participate more in student exchange programmes and student tourism programmes, which will contribute to the development of internal student mobility; students should also be involved in socially important projects of Tomsk and/or other HEIs;
- continue developing barrier-free environment through extension of places that promote joint research, educational and cultural activities;
- pay attention to students, who live in dormitories and ensure the safety of the living conditions for them.

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 «Fundamental and applied linguistics» (45.03.03, 45.04.03) **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 «Fundamental and applied linguistics» (45.03.03, 45.04.03) 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
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Computer and cognitive linguistics			
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Translation and translation studies			
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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)	*			