

## FEDERAL STATE EDUCATIONAL STANDARDS IN THE RUSSIAN FEDERATION: STRUCTURE AND CONTENT

The Federal state educational standards (FSES) are a set of requirements that are mandatory for the implementation of basic educational programs of higher education (HE) by educational institutions having state accreditation.

The FSES for HE provide:

- 1) unity of the educational area of the Russian Federation;
- 2) continuity of the basic educational programs;
- 3) variability of the content of educational programs of the appropriate level of education, possibility to form educational programs of different degree of complexity and orientation with regard to the students' educational needs and abilities;
- 4) state guarantees of the education level and quality based on the unity of mandatory requirements set for the terms and conditions of basic educational programs' delivery and the results of their acquisition.

The FSES for HE include requirements for the structure and capacity of basic educational programs; terms and conditions for the delivery of basic educational programs; results of acquisition of basic educational programs.

### 1) The structure of the basic educational programs (BEP).

The FSES for HE define regulatory terms, complexity of educational programs' acquisition that should be taken into account when developing curricular.

Level of training	Standard term of study	Workload in credits
Bachelor degree	4 years	240
Master degree	2 years	120
Specialist's degree	5 years	300

The structure of the basic educational program involves the study of academic cycles and sections.

Level of training	Academic cycles	Sections
Bachelor degree	<ul style="list-style-type: none"> <li>- Humanitarian, social and economic cycles</li> <li>- Mathematics and Natural Sciences cycle</li> <li>- Professional cycle</li> </ul>	<ul style="list-style-type: none"> <li>- Physical culture</li> <li>- Practical training and field experience</li> <li>- Research work</li> <li>- State final certification</li> </ul>
Master degree	<ul style="list-style-type: none"> <li>- Sciences cycle</li> <li>- Professional cycle</li> </ul>	<ul style="list-style-type: none"> <li>- Practices and research work</li> <li>- State final certification</li> </ul>
Specialist's degree	<ul style="list-style-type: none"> <li>- Humanitarian, social and economic cycles</li> <li>- Information and analytical cycle</li> <li>- Professional cycle</li> </ul>	<ul style="list-style-type: none"> <li>- Physical culture</li> <li>- Practical training and field experience</li> <li>- Research work</li> <li>- State final certification</li> </ul>

Each academic cycle has a major (mandatory) part and a variable (field-oriented) part set by the university. The variable (field-oriented) part makes it possible for the student to extend and (or) improve the knowledge and skills defined by the content of basic (mandatory) disciplines (modules), allows the student to gain in-depth knowledge and skills for successful professional activity and (or) for continuing professional training on the graduate/postgraduate level.

The curriculum must include elective disciplines in the amount of no less than one-third of the variable part of each cycle. The order of elective disciplines' formation is determined by the Academic Council of the University.

The institution must provide students with a real opportunity to participate in developing their own study programs, as students have the right, within the scope of instructional time allotted for the development of elective disciplines (modules, courses) included into the basic educational program, to choose specific disciplines (modules, courses). When developing their individual learning paths, students have the right to get advice on the choice of disciplines (modules, courses) and their impact on the future training profile (specialization).

The institution is obliged to inform students of their rights and obligations in developing basic educational programs, to clarify that the disciplines elected by students (modules, courses) are mandatory for them and their total workload should not be less than required by the curriculum.

**2) According to the FSES the general requirements for the basic educational programs' implementation include a description of resources support (personnel, training, methodological and information, facilities).**

The faculty must have, as a rule, basic education with regard to the scope of the taught discipline and systematically be engaged in scientific and (or) research and methodological activity. The staff of the faculty with academic degrees and / or titles against the total personnel involved in the process of the basic educational programs' delivery is determined by the federal state educational standards with regard to the level of the associated educational program.

The institution should involve leading heads and the key staff of the field-oriented organizations, enterprises and institutions into the process of study.

In order to successfully implement the basic educational program the institution must have in place appropriate teaching, learning and information support resources:

- access for every student to modern information databases according to the field of training, to reference and search systems;
- possibility for senior students to promptly obtain and share information with domestic and foreign universities, enterprises and organizations;
- instructional and methodological literature, manuals.

The institution should have in place facilities for undertaking all types of disciplinary and interdisciplinary training (laboratories, practical and research activity of students) envisaged by the curriculum and in compliance with sanitary and fire regulations.

The FSES indicate the minimum of facilities necessary for the implementation of the basic educational program (laboratories, specially equipped classrooms and auditoriums, computer labs with a set of licensed software, etc.).

In addition, the university must provide students with an opportunity to form common cultural, social and personal competencies (eg, social communication skills, self-organization and self-management). The university must create a socio-cultural environment, establish favorable conditions for all-round development of the student personality, contribute to the development of the socio-instructional component of the educational process, including the development of the student body, student involvement in the work of public organizations, sport and art clubs, academic student societies.

The assessment of the quality of students and graduates' training should include their current, intermediate and final state certification. In order to assess students and graduates' personal achievements in terms of their compliance with the intermediate or final requirements of the associated basic educational program the university must have in place assessment tools, including sample assignments, examinations, tests, etc., that allow to assess the knowledge, skills and level of the acquired competencies. These assessment tools are developed and approved by the university.

The requirements for the content, scope and structure of the graduate qualification thesis are defined by a higher education institution according to the acting Regulation on the final state certification of graduates of higher education institutions.

Higher education institutions are required to annually update basic educational programs in line with the development of science, culture, economics, engineering, technologies, and social spheres, and with reference to the recommendations on quality assurance in high schools, namely:

- development of strategies to ensure the quality of graduates' training;
- monitoring and periodic peer review of educational programs;
- development of unbiased procedures for assessing student learning outcomes, graduates' competencies on the basis of clear coherent criteria;
- ensuring the quality and proficiency of the faculty;
- providing adequate resources for all educational programs, monitoring the efficiency of their implementation, including among other things the results of students' survey;
- conducting regular self-evaluation based on the agreed criteria for the assessment and comparison of its own activities (strategies) with those of other educational institutions;
- informing the public about the results of its activity, plans and innovations.

**3) The FSES requirements for the acquisition of the basic educational program** are given in the form of competences that are most typical for all specialties of the associated field, and are developed together with the employers. Competencies are divided into two groups: competencies of universal culture (universal, meta-subject) and professional competencies (field-oriented, specialty-oriented). The first are transferable and less rigidly biased to the object and subject of labor activity. The latter reflect professional qualifications. They vary depending on the field of training / specialties.

### **The basic educational program on the FSES basis**

The basic educational program (BEP) is the system of interrelated documents, developed and approved by a higher education institution independently to meet the requirements of the labor market for the relevant field of study, as well as with reference to the recommended study program published on the website of the Ministry of Education and Science of the Russian Federation.

BEP regulates goals, intended learning outcomes, content, terms, conditions and technologies of the educational process, assessment of the quality of graduates' training.

### **The content of the basic educational program**

#### 1. Cover sheet.

The cover sheet contains information about the direction, field of training, level of education, graduates' qualifications established by the BEP of the institution.

The annex to the cover sheet is recommended to include the following documents:

- information sheet (full and abbreviated name of the faculty, administering sub-department, composition of the developers' group, list of documents)
- evaluation certificate of the Public and Professional Expert Council (PPEC)
- extract from the minutes of the methodological commission of the department
- certificate on evaluation of the BEP by a review panel of the Curriculum and Instruction Department of the institution.

#### 2. The key documents (sections) of the basic educational program are:

##### 2.1 General provisions.

- 2.1.1 BEP Purpose (mission)
- 2.1.2 Period of study
- 2.1.3 BEP workload
- 2.1.4 Admission requirements

##### 2.2 Career specification of a graduate.

- 2.2.1 Career field
- 2.2.2 Career subject-matter
- 2.2.3 Career types
- 2.2.4 Career objectives

##### 2.3 Competences formed as a result of studying the basic educational program of higher education (detailed description of competencies established by the FSES)

##### 2.4 Documents regulating the content and organization of the educational process when implementing the BEP.

- 2.4.1 Annual academic schedule
- 2.4.2 Curriculum
- 2.4.3 Study programs of training courses
- 2.4.4 Programs of practical training and field experience

##### 2.5 BEP resources.

- 2.5.1 Staffing
- 2.5.2 Learning and teaching materials, information support
- 2.5.3 Logistic support

##### 2.6 The university environment facilities, ensuring the development of general cultural, social and personal competencies of graduates.

##### 2.7 Regulatory and methodological support of educational technologies and the system of evaluation of the quality of student learning outcomes on the Bachelor/Master levels

- 2.7.1 Current and interim assessment .
  - a) The matrix for matching competencies, BEP parts and assessment tools
  - b) Funds of assessment tools for ongoing monitoring of students' progress and interim examination (tests, questions and assignments for examinations and colloquia; subject-matter of reports, essays, papers, exams and etc.)
  - c) Guidelines for teachers to develop a system of assessment tools and techniques for conducting ongoing monitoring of students' progress and interim examination
  - d) Programs of practical, active and interactive hours on subjects of the curriculum
- 2.7.2 Requirements for the final state certification
  - a) Requirements for the graduate qualification work
  - b) Requirements for the final state exam
  - c) Generic list of topics for the graduate qualification work
  - d) Program of the final state exam
- 2.8 Other regulatory and methodological documents and materials to ensure the quality of students' training
  - 2.8.1 Description of the internal quality assurance system
  - 2.8.2 Description of the way the elements of the internal quality assurance system are applied in delivering the basic educational program, including the system of external quality review
  - 2.8.3 The list of internal documents regulating the process of studying the basic educational program
  - 2.8.4 The list of documents regulating the process of studying this basic educational program
  - 2.8.5 Regulations on conducting periodic updating of the basic educational program of higher education as a whole and its constituent documents.

### 3. Annexes:

- 3.1 Graduate competences as a cumulative result of education at the end of studying the basic educational program of higher education
- 3.2 Correlation of career objectives and graduate competencies acquired by the end of studying the basic educational program of higher education
- 3.3 Passports and programs for forming the required student competencies
- 3.4 The matrix of correlation of goals and content of the educational process
- 3.5 Composition, general content and content and logical binding of academic disciplines, modules, practices, included in the basic educational program of higher education
- 3.6 The program of final comprehensive tests for graduate students to meet the expected results of their training established by the competence-oriented basic educational program
- 3.7 Description of modes of intermediate and final certifications in the curriculum disciplines
- 3.8 Study programs of disciplines (modules)
- 3.9 Study programs of practical training
- 3.10 Programs of field experience