



REPORT

ON EXTERNAL REVIEW

of the educational programmes
in the fields of study

«Philology» (45.03.01, 45.04.01),
«Publishing» (42.03.03, 42.04.03)

delivered by National Research Tomsk State
University

Tomsk, 2020

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Chair of the Review Panel



Liu Hong

Tomsk, 2020

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INTRODUCTION

External review of the educational programmes in the fields of study «Philology» (45.03.01, 45.04.01), «Publishing» (42.03.03, 42.04.03) delivered by National Research Tomsk State University (hereinafter TSU) was conducted on October 28-30, 2020 and included the analysis of the self-evaluation report (80 pages and 42 annexes), online site visit to the University and preparation of the present report. The University on the whole, Faculty of Philology (T. Demeshkina, Dean) and Departments have well prepared documents for accreditation of the educational programmes.

During the meetings with students, teachers, Heads of Departments, graduates, employers, the Dean's Office of the Faculty of Philology and the Rector's Office of the University the External Review Panel received comments and proposals on the improvement of training quality.

The main goal of the external review is to determine the correspondence of the reviewed educational programmes in the fields of study «Philology» (45.03.01, 45.04.01), «Publishing» (42.03.03, 42.04.03) delivered by National Research Tomsk State University to the standards and criteria of public accreditation 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 making of the National Accreditation Board and HEEC Accreditation Board on public accreditation of the educational programmes in compliance with the 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 educational programmes in the fields of study «Philology» (45.03.01, 45.04.01), «Publishing» (42.03.03, 42.04.03) 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 of the People's Republic of China upon NCPA's request.

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

The employer representatives were nominated by Pushkin State Russian Language Institute and the publishing house «Prosveshcheniye».

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

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

The Review Panel included seven international and national experts:

- **Liu Hong** - PhD, Professor, President of Dalian University of Foreign Languages — Review Chair, foreign expert;
- **Tatiana Voloshinova** – Candidate of Pedagogics, Associate Professor, supervisor of the programme «Book Publishing», Higher School of Engineering Pedagogy, Psychology and Applied Linguistics. Institute for the Humanities of Peter the Great St. Petersburg Polytechnic University — Deputy Review Chair, Russian expert;
- **Xu Lifang** - PhD, Professor, Chair of Publishing Science Department, School of Information Management, Wuhan University — Panel member, foreign expert;
- **Tatiana Steksova** – Doctor of Philology, Professor, Department of the Russian language and its Teaching Methods, Institute of Philology, Mass Media and Psychology, Novosibirsk State Pedagogical University — Panel member, Russian expert;
- **Vera Boguslavskaya** – Doctor of Philology, Associate Professor, Department of the Russian Language and International Communication, Faculty of Philology, Pushkin State Russian Language Institute — Panel member, representative of professional community;
- **Maksim Antoshin** – Candidate of Philology, expert of the Expert Council of the publishing house «Prosveshcheniye» — Panel member, representative of professional community;
- **Artem Petrov** - 4th year student, School of Advanced Manufacturing Technologies, Tomsk Polytechnic University — Panel member, representative of students.

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 educational programmes in the fields of study «Philology» (45.03.01, 45.04.01), «Publishing» (42.03.03, 42.04.03) delivered by National Research Tomsk State University to the 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 80 pages and includes: introduction, findings, conclusions, 42 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 educational programmes in the fields of study «Philology» (45.03.01, 45.04.01), «Publishing» (42.03.03, 42.04.03) 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, which helped to make a preliminary expert opinion.

The Review Panel members pointed out some weaknesses of the self-evaluation report:

1. The presented self-evaluation report did not always have a clear structure, in particular, it was not clear what characteristics related to the University in whole and to the educational programmes under review.

2. Not all information presented in the self-evaluation report had evidences.

The following issues were flagged for a special analysis during the site visit:

1. The percentage of students, teachers and employers participating in the development of the quality assurance policy.
2. The peculiarities of work placement and other ways of cooperation with employers.
3. Characteristics of the barrier-free environment.
4. Collection, analysis and use of the information for managing the educational institution.

It is necessary to get additional information on the educational programmes under accreditation:

1. Graduation works.
2. Reviews of graduation works.
3. Teaching materials, coursebooks and study guides, including electronic resources.
4. Reports on different internships and work placement authenticated by the supervisor.
5. Reports of Chairs of the State Examination Commissions (2019 - 2020).
6. Reports on graduates' evaluation by employers.
7. Requests for graduates from employers.
9. Agreement on delivery of the Master programme.
10. List of facilities for work placement.
11. Agreements on work placement.
12. Orders on students' allocation to work placement facilities.

According to the standards and criteria of accreditation of NCPA and HEEC the preliminary assessment of the educational programmes in the fields of study «Philology» (45.03.01, 45.04.01), «Publishing» (42.03.03, 42.04.03) may be defined as "Full compliance".

1.4.2 Site visit

The Review Panel held online meetings at National Research Tomsk State University on October 28-30, 2020 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 TSU and the members of the Review Panel.

During the site-visit the Review Panel members conducted a number of meetings and interviews with:

1. The University administration, people responsible for accreditation.
2. Dean of the Faculty and Deputies.
3. Heads of Departments.
4. Graduates.
5. Teachers.
6. Students.
8. Employers.

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 delivery of the reviewed educational programmes in the fields of study «Philology» (45.03.01, 45.04.01), «Publishing» (42.03.03, 42.04.03).

The studied documents and the interviewed persons, the online visit to the Departments, University library and laboratories provided the Review Panel members with sufficient information about reviewed educational programmes.

The Review Panel considers it necessary to highlight the effective cooperation of the experts, NCPA and HEEC employees during the online 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 necessary research, academic and methodological documents.

The Review Panel members requested additional documents during the online 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 Annex A.

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 educational programmes in the fields of study «Philology» (45.03.01, 45.04.01), «Publishing» (42.03.03, 42.04.03) delivered by the educational institution.

The draft report of 24 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. DESCRIPTION OF THE EDUCATIONAL PROGRAMMES

The name of the educational institution – Federal State Autonomous Educational Institution of Higher Education «National Research Tomsk State University» (since 2014).

Former names of the University:

- 1878 – Siberian Imperial University;
- 1888 – Tomsk University;
- 1934 – Kuibyshev Tomsk University;
- 2002 – State Educational Institution of Higher Professional Education «Tomsk State University»;
- 2011 – Federal State Budgetary Educational Institution of Higher Professional Education «National Research Tomsk State University».

Rector – Eduard Galazhinskii, Doctor of Psychology Professor.

Location – 634050, Russian Federation, Tomsk, Pr. Lenina, 36.

Subdivision – Faculty of Philology (Tatiana Demeshkina, Dean, Doctor of Philology, Professor).

Graduate Departments:

- Department of the Russian Language (Tatiana Demeshkina, Head of the Department, Doctor of Philology, Professor);
- Department of Russian and Foreign Literature (Vitalii Kiselev, Head of the Department, Doctor of Philology, Associate Professor);
- Department of Romance and Germanic Philology (Natalia Nikonova, Head of the Department, Doctor of Philology, Professor);
- Department of General Literature Studies, Publishing and Editing (Irina Aizikova, Head of the Department, Doctor of Philology, Professor).

The following Departments also participate in delivering the educational programmes under review:

- Department of General Slavonic-Russian Linguistics and Classical Philology (Zoya Rezanova, Head of the Department, Doctor of Philology, Professor);
- Department of the XX century Russian Literature (Viacheslav Sukhanov, Head of the Department, Doctor of Philology, Professor);
- Laboratory «Comparative Studies and Imagology» (Vitalii Kiselev, Head of the Laboratory, Doctor of Philology, Associate Professor);
- Laboratory of General and Siberian Lexicology and Lexicography (Ekaterina Ivantcova, Head of the Laboratory, Doctor of Philology, Professor).

The missions of the educational programmes comply with the mission and goals of the University and consist in professional training based on the principles of fundamental character, classical nature and openness.

The programmes 45.03.01 and 45.04.01 are delivered on the basis of the Federal State Educational Standard of Higher Education and the suggested model of the educational programme. The programmes 42.03.03 and 42.04.02 are delivered on the basis of the Federal State Educational Standard of Higher Education and own educational standard of National Research Tomsk State University.

3. FINDINGS

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

Compliance with the standard: **full compliance**

Table 1 - Criteria to Standard 1

Nº	Subject of Evaluation	Mark
1.	Availability of a documented inner quality assurance system providing continuous enhancement of quality in accordance with the developmental strategy of the educational institution	A
2.	Participation of all stakeholders (administration, teaching staff, students, employers, employer associations, branch ministries and departments – key partners in employment of graduates) in developing and implementing a quality assurance policy through relevant structures and processes	B
3.	Participation of all structural units of an educational institution in quality assurance processes and procedures	A

A developed quality assurance system is in place. The University has a certified quality management system. The certificate on recognition of the system of quality management was awarded by the «Bureau Veritas Certification Rus».

The quality management system is developed by a special TSU subdivision with the account of the survey findings of students, teachers and employers. Thus, it can be concluded that all stakeholders sufficiently participate in the development of the quality assurance policy. Nevertheless, during the meetings with the students, teachers and employers the members of the External Review Panel fell under the impression that these stakeholders are not involved in the development of the Strategy. The interviewees needed additional guiding questions on the development and work of the system, which indicates that students and teachers are insufficiently aware of their participation in the process, or corresponding procedures are not clear enough.

Participation of all University subdivisions in the processes and procedures of the internal quality assurance system is ensured by the «Regulations on the Main Educational Programme of Higher Education in TSU» and other documents related to the educational programmes.

Achievements:

1. The administration participates in the improvement of the quality management system and educational programmes; a plan on their improvement is in place.
2. The quality management system is certified.

Recommendations:

1. Not only several responsible employees but all stakeholders (teachers, students, employers) should be involved in the development and introduction of the quality assurance policy; the students and teachers should be aware of significance of the annual survey in the development of the quality assurance policy.

2. A clear technology/procedure on involvement of students, teachers and employers in the development of the Strategy at different stages should be developed.

3.2 Standard 2. Design and approval of 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)	B
3.	Consideration of the requirements of professional standards (if available), of labour market, of national qualification framework descriptors in the study programme	A

The goals of the educational programmes are described in the characteristics of the main educational programmes; they fully comply with the University mission and missions of the main educational programmes. Specific features of the goals and objectives of the educational programmes were confirmed during the meetings with the Dean and Deputy Deans, Heads of Departments and supervisors of the educational programmes; these features are driven by the history of development of the Faculty of Philology and needs of the regional labour market.

The procedure of the development, approval and adjustment of the educational programmes is guided by the «Regulations on the Main Educational Programme of Higher Education in TSU» (approved by the order №284/ОД in TSU of 27.03.2018; it is published on the University website). However, the students and employers are not well aware of the procedure. It should be noted that, in fact, opinions of students and employers on adjustment of the educational programmes are taken into account but mostly informally and are not documented.

The expected learning outcomes are described in own educational standards of the University, curricula, working programmes of disciplines and work placement; they fully correspond to the Federal State Educational Standards, professional standards and goals of the educational programmes. The documents were attached to the self-evaluation report as annexes, and they were also additionally presented on requests of the External Review Panel. Compliance of learning outcomes with the requirements of the labour market was shown during the meeting with graduates, who are fully satisfied with the received education.

Achievements:

1. Graduates and employers are satisfied with the learning outcomes, which is indicative of a high level of professional training.

2. Interdisciplinary character of the educational programmes is in place.
3. Specific features of the regional labour market are taken into account.
4. An informal approach to taking into account opinions of students and employers is in place when developing and adjusting the educational programmes.

Recommendations:

1. Cooperation with employers should be enhanced when developing and adjusting the educational programmes.
2. A system of clear procedures for cooperation with the students when adjusting the educational programmes should be developed.
3. The mechanism of informing students and employers on adjustment of the educational programmes should be improved.
4. The mechanism for collection and use of recommendations of students and employers on improvement of the educational programmes should be more effective; the recommendations should be documented.

3.3 Standard 3. Student-centered learning, teaching and assessment

Compliance with the standard: **full compliance**

Table 3 - Criteria to Standard 3

№	Subject of Evaluation	Mark
1.	Consideration of needs of diverse groups of students and a possibility to create individual learning paths	A
2.	Use of methods encouraging students to take an active part in creating the learning process	B
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 programme and their purpose (diagnostic, formative or summative assessment)	A
4.	Information about the study programme, criteria and procedures for assessment of learning outcomes/competencies, about examinations, tests and other types of control.	A
5.	Use of procedures of independent assessment of learning outcomes	B
6.	Availability and effectiveness of appeals procedure and procedures for dealing with students complaints	A

Students' opinions are taken into account during the educational process, which is evidenced by the self-evaluation report (section 2.3) and TSU regulatory documents published on the University website («Regulations on the Main Educational Programme», «Rules and Regulations on Work with the Students' Individual Learning Paths at National Research Tomsk State University», «Regulations on Training of Handicapped People and Students with Disabilities at TSU», «Regulations on Support of Students in Need at Tomsk State University», «Regulations on Ongoing Monitoring and Interim Control of Students at National Research Tomsk State University», «Regulations on State Final Attestation on Bachelor, Specialist, and Master Educational Programmes at National Research Tomsk State University», «Regulations on State Final Attestation with the Use of Remote Educational

Technologies on Bachelor, Specialist, and Master Educational Programmes at National Research Tomsk State University», etc.).

During the meetings Dean of the Faculty of Philology and Deputy Deans gave an update on the work with foreign students and students having troubles in learning the educational programmes. Specific ways and methods of work with various groups of students were described during the meetings with the Heads of Departments, supervisors of the educational programmes and teachers. It should be noted that some ways of involving students in the educational process are innovative.

The meeting with the students confirmed effectiveness of the methods (for example, methods of work with foreign students), but the Review Panel members concluded that students are not sufficiently involved in joint design of the educational process (in particular, a competence-based model of an expert, which is the basis of the Federal State Educational Standard of Higher Education, was not sufficiently internalized).

According to the self-evaluation report, the procedures of independent evaluation of learning outcomes comprise state accreditation (2017) and consideration of employers' opinions during work placement and state final attestation, so the procedures do not go beyond the framework required for any educational programme. The Review Panel members cannot fail to agree that achievements of several students (research publications, participation in national and international conferences, winnings at competitions) are also an evidence of external independent evaluation of learning outcomes, but these achievements can not speak for the programme in whole. Meetings with the Heads of Departments and supervisors of the educational programmes confirmed information in the self-evaluation report.

According to the self-evaluation report, there have been no complaints from the students until now, but there are procedures helping to quickly respond to them. Students' recommendations are usually presented in oral form and are taken into account by the administration and teachers, which was confirmed during the meeting with the students.

Achievements:

1. There is a large-scale system of responding to the needs of various groups of students, including unusual training situations.
2. The system of extracurricular forms, technologies and methods of student support is in place: tandem-groups, University courses of foreign languages, tutors, courses of adaptation to University training and learning of the TSU internal system, etc.
3. The teachers are actively involved in the development of new training methods.

Recommendations:

1. When informing the students on the procedures of evaluation of learning outcomes, a competence-based model of a graduate should be given special attention.
2. External procedures of evaluation of learning outcomes should be enhanced, and the results should be taken into account.
3. In order to inform students about the educational programmes it should be considered at what stage and in terms of what disciplines they should

be informed about the educational programmes, their role in the strategic development of the University, and quality assessment criteria.

3.4 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 work targeted at the recruiting and selection of applicants should be in place	A
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.	Systematic work to support students' progression	A
4.	Recognition of higher education qualifications obtained in the RF and abroad (Diploma Supplement)	A
5.	Participation of students in mobility programmes	A

The system of student support during the whole period of training is fully described in the self-evaluation report, especially in the sections «Systematic carrier guidance work targeted at the recruiting and selection of applicants», «Participation of students in mobility programmes».

The results of career guidance found evidence in the self-evaluation report and during the meeting with the students. Open Doors Days helping applicants to make a right choice are held. However, not all senior students from Bachelor programmes could answer the question about their willingness to continue studies. It is indicative of effectiveness of professional training and students' desire to start career as quickly as possible as well as the necessity to enhance career guidance with the students.

During the meeting with the Dean and Deputy Deans the participants paid a lot of attention to the procedures of students' transfer, recognition of training periods and received education. Despite some unusual situations, transfer issues are successfully solved; the University supports students in their adaptation to the educational process.

The students highly appreciated possibilities to participate in academic mobility programmes (academic exchange, financial support to participate in international conferences, seminars, exhibitions). The students and teachers noted strong connection between the academic progress and research; they also noted that academic mobility programmes and support of students' research are aspirational.

The system of support of academic progress comprises educational and administrative elements (visit control, discussion of the academic progress at the meetings of the Departments and the Academic Council of the University), and the system of support of less successful students.

Achievements:

1. The incentives system for students is well developed.
2. The accounting system of students' success is digitized.
3. The students are involved in research work of the Faculty.

4. The students actively participate in academic mobility programmes.

Recommendations:

1. Career guidance with the students from Bachelor programmes should be enhanced.

3.5 Standard 5. Teaching staff

Compliance with the standard: **full compliance**

Table 5 - Criteria to Standard 5

№	Subject of Evaluation	Mark
1.	Qualification and competence of the teaching staff : – Academic degrees and titles; – Industry and state awards and prizes; – Practical experience; – Published text books, handbooks and methodological guidebooks	A
2.	Relevance of specialists, degrees and titles and /or practical experience to the profile of the study programme	A
3.	Research activity of the teaching staff, implementation of research results in the academic process	A
4.	Use of innovative teaching methods and advanced technologies	A
5.	Visiting lecturers from other educational institutions including those from abroad	B
6.	Participation of the teachers in joint international projects, internships abroad, academic mobility programmes	A
7.	A system of financial and non-financial incentives for teachers	B
8.	Availability and use of clear, transparent and objective criteria for: – Hiring staff including teachers from foreign educational institutions, assignment to positions, promotion, dismissal; – Dismissal of teachers with low level of professional competency	A
9.	A system for career development and professional advancement for teachers	A

The teaching staff is highly qualified. The information about their qualification is described in the self-evaluation report in the following sections and annexes: annex 1 «Achievements of the cluster of the educational programmes in the fields of study 42.03.03, 42.04.03, 45.03.01, 45.04.01» (section «Competence of the teaching staff»), annex 11 «Information on the teaching staff of the cluster of the educational programmes 42.03.03, 42.04.03, 45.03.01, 45.04.01», annex 12 «Autobiographies of the teaching staff of the cluster of the educational programmes 42.03.03, 42.04.03, 45.03.01, 45.04.01».

Research achievements of the teaching staff are quite impressive and are known to the research community in Russia and abroad: the teachers are winners of various competitions; they are authors of various publications of Scopus and Web of Science; they participate in grants of the President of the Russian Federation, Russian Foundation for Basic Research, Russian Science Foundation.

During the meeting with the teachers they were asked about the use of modern teaching methods and forms of incentives. They mentioned non-financial incentives related to participation in unique projects, personal and

professional growth, support of publication activity and academic mobility; the use of modern training technologies was mainly considered as an impetus for self-development and was positively evaluated.

The issue of visiting teachers required details during the meeting with the Dean and Heads of Departments. Foreign teachers are involved in the educational process mainly as employees of subject-specific laboratories; visiting teachers working part-time also hold classes.

Teachers' performance is regulated by the documents published on the University website: «Regulation on Labour Remuneration of Employees at National Research Tomsk State University», «Regulations on Lump Sum Payments for Employees of National Research Tomsk State University», «Regulations on Salary Bonuses at Tomsk State University for High Achievements in Science, Education, Literature, Art, Creation of Electronic Educational Resources, and Creation of Electronic Research Resources», «Regulations on Competitive Selection for Teacher's Positions at Tomsk State University», etc. The Review Panel members examined the corresponding documents and noted that criteria for hiring, promotion, and dismissal are clear, transparent and objective. The system of financial and non-financial incentives is in place. The information on the system of qualification improvement is published on the TSU website for further professional education.

Achievements:

1. The teachers are highly qualified; they are disciplined and motivated. They are ready to work under changing conditions and are oriented at self-development and personal growth.
2. Great research and methodological potential of the teachers; they combine research and teaching activities and participate in research projects.
3. High results of publication activities are in place. There are five own journals of Scopus and Web of Science at the Faculty; research laboratories are in place.
4. The teachers possess modern educational technologies, in particular, e-learning technologies and remote support of the educational process on different platforms.
5. High results in international and national rankings have been achieved (TOP-200 best universities in the world in the field «Linguistics and Modern Languages»).

Recommendations:

1. The system of involvement of foreign teachers (native speakers for teaching foreign languages and foreign literature in a source language) in the educational process on a regular basis should be made clearer.
2. Leading national experts from other HEIs and academic organizations should be involved to deliver subject-specific courses.
3. The programme for teachers' participation in academic exchange programmes and international conferences in other Russian cities and abroad should be developed.

3.6 Standard 6. Learning resources and student support

*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 resources in accordance with the requirements of the curriculum (modern tools, equipment, computers, classrooms, laboratories)	A
2.	Availability of up-to-date library and information resources including those for independent study and research work	A
3.	Availability of infrastructure to ensure access to quality education to students with different opportunities and of different age, and to provide the development of social and educational component of the academic process	B
4.	The system of feedback on the satisfaction with conditions and organization of the study process should be in place	B
5.	Availability of accessible information about opportunities for student mobility and its support system	A

Material and technical resources are described in the self-evaluation report (section 2.6) and annex 13 («Material and technical resources of the educational programmes»). The University also made a presentation about TSU library resources and material and technical resources. People responsible for the resources and library staff answered the questions about availability of information resources and peculiarities of the library stock. They also gave examples of effective use of the library stock during the educational process.

During the meetings with the students, teachers and administration it was established that nowadays all students have access to quality education. However, the information received during the meetings sometimes contradicted with the information published on the University website. For example, in the «Passports of availability of educational services for disabled people» published on the TSU website there is no information on a number of availability indicators; and during the meeting with the administration they noted that there are ramps and call buttons at the University. The students could not confirm and dispose of the information about availability of the resources as they did not pay attention to these details. Due to the fact that there are no students with disabilities at the University, this contradiction can be considered as a phenomenon that does not influence the educational process.

Feedback from the students is quite effective but is mainly informal (face-to-face communication with the teachers or administration representatives, collection of feedback on certain courses). Almost all interviewees highly evaluated the system of support of academic mobility.

Achievements:

1. The resources of the TSU library and Book Museum are effectively used.
2. The electronic educational environment of the University fully complies with the requirements; information technologies are used in the classrooms, reference rooms and dormitories.

3. The infrastructure is user-friendly: organization of the library, reference rooms and computer classes; unlimited remote access to information resources from any location of the students.

Recommendations:

1. Informal ways of collecting feedback from the students should be documented.
2. The information on a barrier-free environment should be updated on the University website.

3.7 Standard 7. Collection, analysis and use of information for managing the study programme

Compliance with the standard: **substantial compliance**

Table 7 - Criteria to Standard 7

№	Subject of Evaluation	Mark
1.	Availability and effectiveness of the system for collecting and monitoring information about the study programme	B
2.	Participation of students and staff of the educational institution in collecting and analyzing information for managing the study programme	B
3.	The educational institution should have in place a unified effective information system on the basis of modern information technologies for managing the study programme	A

The information on the collection, analysis and use of the information for managing the educational institution is presented in an inconsistent manner in the self-evaluation report; however, the information is fully published on the TSU website.

The electronic informational and educational environment comprises websites of the University and Faculty of Philology, library, academic schedule, data bases «Effectiveness of Research», corporate user accounts of students and the staff, automated information systems «Abiturient» (Applicant) and «Student», electronic portfolio of the students. Thus, the information technologies are used not only in the educational process but for managing the educational programmes.

The main way for collecting and monitoring information about the educational programmes is a survey of teachers and students, but it was not considered as a way of participation in the management of the educational programmes.

Achievements:

1. The electronic informational and educational environment comprises various components; it is well developed.
2. In order to evaluate the delivery of the educational programmes, subject-specific data bases are used: work with applicants, evaluation of students' achievements, and effectiveness of research.
3. The University has special subdivisions for collecting and analyzing the information on the educational programmes (Informational and Analytical Centre, TSU Centre for Quality Management).

Recommendations:

1. The students and teachers should consciously participate in the collection and analysis of the information for managing the educational programmes.
2. The methods of collecting the information necessary for managing the educational programmes should vary (meetings, face-to-face communication, strategic and cluster-sessions).

3.8 Standard 8. Public information

Compliance with the standard: **substantial compliance**

Table 8 - Criteria to Standard 8

№	Subject of Evaluation	Mark
1.	Effective use of the official website of the study programme for its quality enhancement	A
2.	Publication of complete and accurate information on the study programme and its achievements on the official website of the educational institution and mass media	A
3.	Publication of objective data on the employability of graduates	B
4.	Integration in the environment, interaction of the educational institution with different professional associations and other organization including those from abroad	B

Public information about the educational programmes is mainly carried out through the TSU website, website of the Faculty of Philology, website "Abiturient" (Applicant). All necessary information about the educational programmes is published there:

- characteristics of the educational programmes, curricula, timetables of the educational process – website of the Faculty of Philology, website "Abiturient" (Applicant);
- abstracts to working programmes of disciplines, information about internships – website "Abiturient" (Applicant);
- educational and methodological materials, Federal State Educational Standard of Higher Education, teaching staff, self-evaluation reports – website of the Faculty of Philology;
- information about teachers, research and extracurricular activities – сайт website of the Faculty of Philology;
- admission – website "Abiturient" (Applicant);
- the University in whole – TSU website.

The information about graduates is not complete: general data on the University in whole are published on the TSU website, however, specific information can be received on request through social media. It can be partially explained by the law on protection of personal information; however, it leaves open the possibility to publish a more detailed statistics on certain programmes.

Integration with the professional community is described in the self-evaluation report; it is mainly provided by teachers' membership in professional associations.

Achievements:

1. The websites of the Faculty of Philology and "Abiturient" (Applicant) are informative and well organized.
2. Websites' design is elaborated and minimalistic; it allows users to stay focused on the information they are looking for.
3. Navigation of the websites is user-friendly.

Recommendations:

1. The website of the Faculty of Philology and social media should contain more detailed information on graduates' employability (following the law on protection of personal information).
2. The procedure and ways of cooperation of the Departments with different professional associations and other organizations should be made clearer.
3. Social media should cover more information about the educational programmes and their achievements.

3.9 Standard 9. On-going monitoring and periodic review of programmes

*Compliance with the standard: **substantial compliance***

Table 9 - Criteria to Standard 9

Nº	Subject of Evaluation	Mark
1.	Documented procedures of monitoring and periodic review of study programmes should be in place	A
2.	Availability of a feedback mechanism for students, employers, branch ministries and departments (key stakeholders in employment) in the process of monitoring and periodic review of a study programme	B
3.	Effectiveness of procedures for monitoring and periodic review of a study programme (enhancement of programmes)	B

The information on the procedures of monitoring and periodic review of the educational programmes is published in the «Regulations on the Main Educational Programme in TSU», Federal State Educational Standard of Higher Education and University educational standards. The documents are published on the TSU website.

The issues related to the feedback from students and teachers are described in the self-evaluation report in a concise way. The students, graduates and employers said that feedback is collected. However, it should be noted that the procedures aimed at improving the educational programmes (survey, questionnaires, etc.) do not always correspond to the procedures on their adjustment.

Effectiveness of the monitoring of the educational programmes is now based on effective work of designers of the educational programmes and systemic support of the University subdivisions (including the Centre for Education Quality Improvement), rather than on cooperation with the students and employers.

Achievements:

1. The educational programmes are regularly updated.

2. Informational support is given to the processes of modernization of the educational programmes.
3. Modern mechanisms of collecting feedback are used (online platforms, testing and surveys in personal accounts, etc.).

Recommendations:

1. The system of collecting feedback from students and employers should be improved by enhancing its orientation at solving specific issues.
2. The regulatory procedures of reviewing the educational programmes should be more effective and informal; the system of updating the educational programmes should be also based on the results of the monitoring procedures (including monitoring of the labour market and feedback from students and employers).
3. All stakeholders (students, employers, graduates and teachers) should be informed about changes in the educational programmes.

3.10 Standard 10. Cyclical external quality assurance of study programmes

*Compliance with the standard: **substantial compliance***

Table 10 - Criteria to Standard 10

Nº	Subject of Evaluation	Mark
1.	Periodic review of a study programme	B
2.	Availability of a corrective actions programme to follow up the results of external evaluation of study programmes	B
3.	Consideration of the results of previous procedures of external evaluation when conducting subsequent external procedures	B

The information on the procedures of external review is described in the self-evaluation report and was confirmed during the meetings with the Dean, Deputy Deans, Heads of Departments and supervisors of the educational programmes.

The educational programmes passed state accreditation in 2017 and were reviewed by the Federal Service for Supervision in Education and Science (Rosobrnadzor) in 2018. The programmes were not adjusted as remarks to the programmes were not given.

According to the self-evaluation report, the procedures of external review also comprise participation of employers in the state examination commissions (independent evaluation by employers), participation of students and teachers in competitions (independent assessment by the professional community).

Achievements:

1. The educational programmes fully comply with the requirements of the state educational standards.
2. No remarks to the educational programmes during state accreditation (2017) and the review by Rosobrnadzor (2018).

Recommendations:

1. A more effective programme of corrective actions on the basis of external reviews should be developed.

2. More external reviews should be carried out.

4. RECOMMENDATIONS FOR IMPROVEMENT

Thus, based on the analyses 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:

- Not only several responsible employees but all stakeholders (teachers, students, employers) should be involved in the development and introduction of the quality assurance policy; the students and teachers should be aware of significance of the annual survey in the development of the quality assurance policy.
- A clear technology/procedure on involvement of students, teachers and employers in the development of the Strategy at different stages should be developed.
- Cooperation with employers should be enhanced when developing and adjusting the educational programmes.
- The system of clear procedures of cooperation with the students when adjusting the educational programmes should be developed.
- The mechanism of informing students and employers on adjustment of the educational programmes should be improved.
- The mechanism for collection and use of recommendations of students and employers on improvement of the educational programmes should be more effective; the recommendations should be documented.
- When informing the students on the procedures of evaluation of learning outcomes, a competence-based model of a graduate should be given special attention.
- External procedures of evaluation of learning outcomes should be enhanced, and the results should be taken into account.
- In order to inform students about the educational programmes it should be considered at what stage and in terms of what disciplines they should be informed about the educational programmes, their role in the strategic development of the University, and quality assessment criteria.
- Career guidance with the students from Bachelor programmes should be enhanced.
- The system of involvement of foreign teachers (native speakers for teaching foreign languages and foreign literature in a source language) in the educational process on a regular basis should be made clearer.
- Leading national experts from other HEIs and academic organizations should be involved to deliver subject-specific courses.
- The programme for teachers' participation in academic exchange programmes and international conferences in other Russian cities and abroad should be developed.
- Informal ways of collecting feedback from the students should be documented.
- The information on a barrier-free environment should be updated on the University website.
- The students and teachers should consciously participate in the collection and analysis of the information for managing the educational programmes.

- The methods of collecting the information necessary for managing the educational programmes should vary (meetings, face-to-face communication, strategic and cluster-sessions).
- The website of the Faculty of Philology and social media should contain more detailed information on graduates' employability (without violating the law on protection of personal information).
- The procedure and ways of cooperation of the Departments with different professional associations and other organizations should be made clearer.
- Social media should cover more information about the educational programmes and their achievements.
- The system of collecting feedback from students and employers should be improved by enhancing its orientation at solving specific issues.
- The regulatory procedures of reviewing the educational programmes should be more effective and informal; the system of updating the educational programmes should be also based on the results of the monitoring procedures (including monitoring of the labour market and feedback from students and employers).
- All stakeholders (students, employers, graduates and teachers) should be informed about changes in the educational programmes.
- A more effective programme of corrective actions on the basis of external reviews should be developed.
- More external reviews should be carried out.

5. 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 in the fields of study «Philology» (45.03.01, 45.04.01), «Publishing» (42.03.03, 42.04.03) **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 in the fields of study «Philology» (45.03.01, 45.04.01), «Publishing» (42.03.03, 42.04.03) delivered by National Research Tomsk State University **for the period of 6 years.**

ANNEX A

SCHEDULE OF THE SITE VISIT OF THE EXTERNAL REVIEW PANEL

Time	Activity	Participants
28 October, Wednesday		
Link to the Zoom conference. ID: 828 5056 7496 Code: 167446		
09.00 – 09.20	First meeting of the Panel	
09.20 – 09.30	<i>Break</i>	
09.30 – 11.00	Meeting with the University administration and people responsible for accreditation (Russian-Chinese translation)	Rector, Vice-Rectors, people responsible for accreditation, ERP (External Review Panel)
11.00 – 11.10	<i>Break</i>	
11.10 – 12.25	Presentation of the material and technical resources, library. Meeting with people responsible for material and technical resources (Russian-English translation)	
12.30 – 13.20	Lunch	
13.20 – 13.30	<i>Break</i>	
13.30 – 14.45	Meeting with a Dean, Deputy Deans (Russian-English translation)	Dean, Deputy Deans, ERP
14.45 – 15.00	<i>Break</i>	
15.00 – 16.15	Meeting with graduates (Russian-English translation)	Graduates, ERP
16.15 – 17.00	Summing up the first day, filling-in individual assessment forms	ERP

Time	Activity	Participants
29 October, Thursday		
Link to the Zoom conference. ID: 828 5056 7496 Code: 167446		
09.00 – 09.20	Internal meeting of the ERP	
09.20 – 09.30	<i>Break</i>	
09.30 – 10.45	Meeting with Heads of Departments, supervisors of educational programmes (Russian-English translation)	Heads of Departments, supervisors of educational programmes, ERP
10.45 – 11.00	<i>Break</i>	
11.00 – 12.15	Meeting with teachers (Russian-English translation)	Teachers, ERP
12.15 – 13.00	Lunch	
13.00 – 13.15	<i>Break</i>	
13.15 – 14.30	Meeting with students (Russian-English translation)	Students , ERP
14.30 – 14.45	<i>Break</i>	
14.45 – 16.00	Meeting with employers (Russian-English translation)	Representatives of employers, ERP
16.00 – 17.00	Summing up the second day, work with the individual assessment forms	ERP
30 October, Friday		
Link to the Zoom conference. ID: 828 5056 7496 Code: 167446		
09.00 – 11.30	Internal meeting of the Panel: discussion of preliminary results of the site visit, preparation of the oral report of the Panel	ERP
11.30 – 12.00	<i>Break</i>	
12.00 – 13.00	Closing meeting with the representatives of the University (Russian-Chinese translation)	ERP, University administration, Heads of Departments, teachers, students

ANNEX B

PARTICIPANTS OF THE MEETINGS

HEI administration, people responsible for accreditation:

№	Name	Position	Contact Information
1.	Eduard Galazhinskiy	Rector	rector@tsu.ru 8-(3822)-529-852
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№	Name	Field of Study	Year	Contact Information
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4.	Elena Kuleshova	Editor, Publishing House of Tomsk State University of Architecture and Building	8 (3822) 65-37-61 kuleshova@tsuab.ru
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9.	Fu Xiao	Associate Professor, Institute of Foreign Languages, specialist of the Office of International Cooperation, North China University of Science and Technology	fxxfbzw@163.com
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ANNEX B

THE SCALE OF ASSESSMENT PARAMETERS OF A STUDY PROGRAMME

Nº	Standards	Assessment of the study programme			
		Full compliance	Substantial compliance	Partial compliance (needs improvement)	Non-compliance
1.	Policy (goals, development strategy) and quality assurance procedures of a study programme	*			
2.	Design and approval of programmes	*			
3.	Student-centred learning, teaching and assessment	*			
4.	Student admission, support of academic achievements and graduation	*			
5.	Teaching staff	*			
6.	Learning resources and student support	*			
7.	Collection, analysis and use of information for managing the study programme		*		
8.	Public information		*		
9.	On-going monitoring and periodic review of programmes		*		
10.	Cyclical external quality assurance of study programmes		*		