REPORT

ON EXTERNAL REVIEW

of the cluster of educational programmes:

«Forestry» (35.03.01, 35.04.01), «Agrochemistry and Argicultural Soil Science» (35.03.03, 35.04.03), «Agronomy» (35.03.04, 35.04.04), «Horticulture» (35.03.05, 35.04.05), «Landscape Architecture» (35.03.10), «Landscape Architecture» (35.04.09)

delivered by Russian State Agrarian University - Moscow Timiryazev Agricultural Academy

Moscow, 2021

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delivered by Russian State Agrarian University - Moscow Timiryazev Agricultural Academy

Chair of the Review Panel Dimitar Grekov

Moscow, 2021

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INTRODUCTION

External review of the educational programmes «Forestry» (35.03.01, 35.04.01), «Agrochemistry and Argicultural Soil Science» (35.03.03, 35.04.03), «Agronomy»(35.03.04, 35.04.04), «Horticulture» (35.03.05, 35.04.05), «Landscape Architecture» (35.03.10), «Landscape Architecture» (35.04.09) delivered by Russian State Agrarian University - Moscow Timiryazev Agricultural Academy was conducted on May 12-14, 2021 and included the analysis of the self-evaluation report, a site visit to the University and preparation of the present report.

The main goal of the external review is to determine the correspondence of the reviewed educational programmes «Forestry» (35.03.01, 35.04.01), «Agrochemistry and Argicultural Soil Science» (35.03.03, 35.04.03), «Agronomy»(35.03.04, 35.04.04), «Horticulture» (35.03.05, 35.04.05), «Landscape Architecture» (35.03.10), «Landscape Architecture» (35.04.09) delivered by Russian State Agrarian University - Moscow Timiryazev Agricultural Academy to the standards and criteria of public accreditation developed by the National Centre for Public Accreditation (hereinafter – NCPA) 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 on public accreditation of the educational programmes in compliance with the standards and criteria of NCPA.

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 «Forestry» (35.03.01, 35.04.01), «Agrochemistry and Argicultural Soil Science» (35.03.03, 35.04.03), «Agronomy»(35.03.04, 35.04.04), «Horticulture» (35.03.05, 35.04.05), «Landscape Architecture» (35.03.10), «Landscape Architecture» (35.04.09) the Timiryazev University 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 expert was nominated by an international quality assurance agency on the request by NCPA. The Russian expert was nominated by the Guild of Experts in Higher Education.

The employer representative was nominated by the All-Russian Scientific Research Institute of Agrochemistry named after D.N. Pryanishnikov.

The representative of the students' community was suggested by "Peoples' Friendship University of Russia"

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

Dimitar Grekov

Doctor of Agricultural Sciences, Professor, Director of the Centre of Continuing Education of Plovdiv Agrarian University, Dean of the Faculty of Agronomy (1999-2007), Rector (2007-2013), Minister of Agriculture and Food of Bulgaria (2013-2014), member of the Accreditation Council of the National Evaluation and Accreditation Agency of Bulgaria - international expert, Review Chair.

Ilgiz Asylbaev

Doctor of Biological Sciences, Associate Professor, Dean of the Faculty of Agrotechnologies and Forestry, Bashkir State Agrarian University, Chairman of the Dissertation Council D220. 003. 01- Russian expert, Deputy Chair

Aleksander Pichugin

Candidate of Agricultural Sciences, Associate Professor, Dean of the Faculty of Agronomy, Agrochemistry and Ecology, Voronezh State Agrarian University named after Emperor Peter the Great — Russian expert, Panel member

Mircea Mihalace

Doctor of Agricultural Sciences, Candidate of Agricultural Sciences, Deputy Rector for Education, Banat's University of Agricultural Sciences and Veterinary Medicine, member of the Romanian National Society of Soil Sciences (RNSSS), member of the International Union of Soil Scientists (IUSS), member of the European Society for Soil Protection (ESSC), member of the International Scientific Center for Fertilizers (CIEC), member of the International Research Organization for Soil Cultivation — ISTRO) - foreign expert, Panel Member

Aleksei Naliukhin

Doctor of Agricultural Sciences, Professor, Acting Deputy Director for Science of the All-Russian Scientific Research Institute of Agrochemistry named after D.N. Pryanishnikov -representative of the professional community, Panel Member

Dmitrii Vedmedenko

1st year Master student, "Peoples' Friendship University of Russia" - representative of the student community, 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 educational programmes «Forestry» (35.03.01, 35.04.01), «Agrochemistry and Argicultural Soil Science» (35.03.03, 35.04.03), «Agronomy (35.03.04, 35.04.04), «Horticulture» (35.03.05, 35.04.05), delivered by Russian State Agrarian University - Moscow Timiryazev Agricultural Academy to the standards and criteria of public accreditation, which are developed by NCPA in compliance with the European Standards of Quality Assurance in Education ESG-ENQA; and to develop recommendations for the study programmes 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

Timiryazev University was responsible for conducting the self-evaluation procedure, developing and timely submitting the self- evaluation report by the educational programmes «Forestry» (35.03.01, 35.04.01), «Agrochemistry and Argicultural Soil Science» (35.03.03, 35.04.03),«Agronomy» (35.03.04, 35.04.04), «Horticulture» (35.03.05, 35.04.05) to NCPA.

According to the "Guidelines on Self-evaluation of Educational Programmes", which were developed by NCPA, the self-evaluation report is written on 73 pages and includes: introduction, findings, conclusions, and 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 «Forestry» (35.03.01, 35.04.01), «Agrochemistry and Argicultural Soil Science» (35.03.03, 35.04.03), «Agronomy»(35.03.04, 35.04.04), «Horticulture» (35.03.05, 35.04.05) 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 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; 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 mechanism of involving employers and students in updating of the educational programmes, the content of working programs of training courses, subjects, disciplines (modules), programmes of educational and industrial practices, methodological materials is not clear.

2. Information on the continuity in research is not provided.

3. The composition of the teaching staff by categories of academic degrees and by age is not described;

4. The number of students studying at the expense of the federal budget and studying with full cost recovery is not shown;

5. The individual achievements of students do not reflect participation in the WorldSkills professional skills competitions, "Best in the Profession", and other regional, federal and international professional skills competitions

Based on the results of the preliminary work of the external review panel, the following conclusions were made:

1. In the process of studying the report, a preliminary opinion was formed about the educational programmes under accreditation in regard of compliance with the standards and accreditation criteria of the National Center for Public Accreditation , as well as European standards of quality of education.

2. The report fully reflects the analysis of the cluster of educational programmes «Forestry» (35.03.01, 35.04.01), «Agrochemistry and Argicultural Soil Science» (35.03.03, 35.04.03), «Agronomy» (35.03.04, 35.04.04), «Horticulture» (35.03.05, 35.04.05).

3. The report reflects the main requirements of the European Standards and Guidelines (ESG) of the European Association for Quality Assurance in Higher Education (ENQA) in the following areas: policy and strategy for quality assurance of education; system for the development, approval, monitoring and improvement of educational programmes; the process of admission, training, assessment of academic performance and recognition of student achievements; competence of teaching staff; sufficiency and availability of educational resources and student support; information management system; informing the public about the quality of education; internal and external monitoring procedures of the educational programmes.

1. A detailed and meaningful analysis of the quality and level of training of graduates who have mastered the educational programmes under accreditation, an analysis of professional educational programmes for compliance with the accreditation standards of the National Centre for Public Accreditation developed in accordance with the European standards for quality assurance of education ESG-ENQA, the requirements of professional standards and the labor market for specialists.

2. The main sections presented in the report reflect all significant achievements of the educational organization implementing the educational programmes; they contain evidence about informing a wide range of the public on the educational organization implementing the educational programmes in accordance with the accreditation standards of NCPA.

3. The completeness of the information provided in the self-evaluation report is beyond doubt. All sections of the report are written logically and systematically.

According to the standards and criteria of accreditation of NCPA the preliminary assessment of the educational programmes «Forestry» (35.03.01, 35.04.01), «Agrochemistry and Argicultural Soil Science» (35.03.03, 35.04.03), «Agronomy» (35.03.04, 35.04.04), «Horticulture» (35.03.05, 35.04.05) may be defined as “Full compliance”.

The following lines of inquiry were developed:

1. A mechanism for involving production representatives and key employment partners at the regional and national levels in the development and implementation of the quality assurance policy.

2. Using the procedure of independent assessment of learning outcomes (certification exams, FIEB, FEPO, Olympiads, etc.) in improving the quality of education.

3. Academic and technological support for teachers and students to obtain the necessary digital competencies when mastering programmes on-line.

4. Priority goals that are set by the educational organization in the field of formation and development of the personnel reserve of the educational programmes.

5. The main strategic directions of the University's development for the next 10 years.

6. Analysis of employers' satisfaction with the effectiveness and quality of work of graduates who have mastered the educational programmes under accreditation.

7. The share of graduates of the educational programmes who studied on the basis of educational agreements at the expense of legal entities concluded between the organization carrying out educational activities in the educational programmes under accreditation and employers.

8. The mechanism of participation of employers (experts) in the development of the main professional educational programmes, syllabi, assessment funds, the programme of the state final attestation and the analysis of their compliance with the requirements of professional standards (within the framework of the educational programmes under accreditation)

9. The share of graduates of the educational programmes, whose final qualifying works have found practical application in specialized organizations, from the total number of graduates of the educational programmes.

10. Criteria for evaluating the educational work of teachers.

11. How are students assigned to farms for work placement?

12. Availability of documents containing positive information from employers about the effectiveness and quality of work of graduates who have mastered the educational programmes under accreditation during the last 3 years

13. Internships for teachers in the workplace.

14. Does the University manage to meet the criteria for performing contractual work every year?

15. Relationship with students in distance learning.

16. Informing students about the possibilities of academic mobility and its support system.

17. During the preliminary meeting, the panel members formulated proposals that determined the main strategy of the visit to the University.

18. Graduates of the educational programmes who were trained on the basis of educational agreements at the expense of legal entities concluded between the organization that carries out educational activities under the accredited educational program and employers.

During the preliminary meeting, the panel members formulated proposals that determined the main strategy of the visit to the University.

1.4.2 Site visit

The Review Panel held a site visit to Timiryzev State University on May12-14, 2021 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 programmes under accreditation and checking their compliance with the standards and criteria of NCPA 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 and approved by the administration of Timiryzev 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 of the Faculty and Deputies;
- Heads of Departments;
- Graduates;
- Teachers;
- Students;
- Employers;
- Concluding meeting of ERP with the HEI's representatives.

The Chair of the panel supervised the work.

The Panel believes that the self-evaluation report submitted by the Timiryazev Russian State Agrarian University - Moscow Agricultural Academy allowed the external experts to form a holistic view of the features of the implementation of the cluster of educational programmes «Forestry» (35.03.01, 35.04.01), «Agrochemistry and Argicultural Soil Science» (35.03.03, 35.04.03), «Agronomy»(35.03.04, 35.04.04), «Horticulture» (35.03.05, 35.04.05).

The members of the Review Panel had a chance to visit the Institute of Agrobiotechnologies: Department of Soil Science, Geology and Landscape Science; Department of Plant Production and Meadow Cultivation; Department of Soil Management and Field Research Methods; Institute of Horticulture and Landscape Architecture: Department of Landscape Architecture; Department of Fruit and Viticulture Production, Department of Botany, Breeding and Seed Production of Horticultural Crops, Field experimental station, which includes: P.I. Lisitsin Selection Station, Training ground, Precision Farming Center; Plant Protection Station; V.A. Michelson observatory; V.P. Williams Soil- Agronomy Museum, S.I. Rostovtsev Botanical Garden, Field Experimental Station, R.I. Schroeder dendrological garden, "FosAgro" Educational Center.

The Review Panel considers it necessary to highlight the effective cooperation of the experts with NCPA 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 Timiryazev University 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 Timiryzev 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.

The site visit schedule 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 the Review Panel submitted the Report on the results of the external review of the educational programmes «Forestry» (35.03.01, 35.04.01), «Agrochemistry and Argicultural Soil Science» (35.03.03, 35.04.03), «Agronomy»(35.03.04, 35.04.04), «Horticulture» (35.03.05, 35.04.05) delivered by the educational institution.

The draft report of 48 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

Federal State Budgetary Educational Institution of Higher Education «Russian K.A. Timiryazev State Agrarian University» was founded on October 27, 1865 by the Imperial Order of Emperor Alexander II.

From May 13, 2014 (under the state registration number 9147746543782), the institution was renamed into the Federal State Budgetary Educational Institution Of Higher Education" Russian Timiryazev State Agrarian University" (Order No. 312 of August 12, 2014 of the Ministry of Agriculture of the Russian Federation).

The founder of the educational institution is the Ministry of Agriculture of Russian Federation.

The educational activity of Russian Timiryazev State Agrarian University is conducted on the basis of a license for the right to carry out educational activities – series 90Л01 №0008076 reg. №1099 от 10.10.2014 (permanent).

The educational programmes delievered by the University are accredited (Certificate of State Accreditation Series 90A01 №0003739, Registration No 3519 of 05.03.2021г. Valid until 05.03.2027).

The development strategy of the Russian State Agrarian University-the Ministry of Agriculture is documented in the form of a Development Programme until 2030, the objectives of which are determined by the University's desire to make the maximum contribution to achieving the targets of the national development goal, aimed at creating opportunities for self-realization and talent development.

The cluster of educational programmes under accreditation delivered by Timiryazev University includes:

«Forestry» (35.03.01, 35.04.01),

«Agrochemistry and Argicultural Soil Science» (35.03.03, 35.04.03),

«Agronomy» (35.03.04, 35.04.04),

«Horticulture» (35.03.05, 35.04.05

The standard period of study at the bachelor's level is 4 years of full-time study, 4 years and 6 months of part-time study. The standard period of study of the master's degree level is 2 years full-time and 2 years 4 months part-time.

Number of applicants admitted to the educational programmes by year

Bachelor-degree level		2016	2017	2018	2019	2020
35.03.01 Forestry	Forest and Park Management	26	27	28	28	26
35.03.03 Agrochemistry and Agrosoil Science	Agricultural Microbiology	27	27	27	27	27
	Agroecology	27	26	25	25	24
	Plant Nutrition and Crop Quality	27	26	25	25	26
	Genetic and Agroecological Assessment of Soils	28	26	25	26	26
35.03.04 Agronomy	Agribusiness	55	56	25	27	30
	Selection and Genetics of Agricultural Crops	51	53	45	46	57
	Plant Protection and Phytosanitary Control	29	29	27	26	29

Bachelor-degree level		2016	2017	2018	2019	2020
	Management in Agriculture	-	-	25	28	27
35.03.05 Horticulture	Fruit Growing, Viticulture and Winemaking	28	28	30	30	30
	Selection, Genetics and Biotechnology of Horticultural Crops	25	26	26	28	27
	Ornamental Horticulture, Lawn Science and Floristry	26	26	28	28	27
	Vegetable Growing of Open and Protected Ground, Production and Processing of Medicinal and Essential Oil Starting Materials	23	23	25	24	23
35.03.10 Landscape Architecture	Landscape Designing	55	54	56	59	67
Master-degree level						
35.04.01 Forestry	Forest Management and Control of Forest Resources	10	10	10	12	14
35.04.03 Agrochemistry and Agrosoil Science	Soil Formation and Soil Fertility	15	15	14	12	14
	Agroecological Management, Chemical-Toxicological and Microbiological Analysis of Agricultural Objects	16	14	14	14	14
	Agrochemistry and quality assessment of farm produce	16	13	13	14	13
35.04.04 Agronomy	Genetics, Breeding and Seed Production	14	14	16	13	16
	Adaptive Farming Systems	17	17	14	16	15
	Integrated Crop Protection	26	26	18	26	18
	Crop Production Technology	13	12	15	10	15
	Agribusiness Management in Crop Production	18	18	19	17	19
	Phytotechnology and Bioproduction Systems	16	16	12	14	12

Bachelor-degree level		2016	2017	2018	2019	2020
35.04.05 Horticulture	Technologies of Fruit and Viticulture Production	17	17	17	13	17
	Production Technology of Vegetables and Medicinal Plants	18	18	17	17	17
	Ornamental Horticulture and Phytodesign	16	16	16	19	16
	Accelerated Plant Breeding Technologies	10	10	10	10	10
35.04.09 Landscape Architecture	Horticulture and Landscape Construction	34	33	30	28	28

The cluster of the educational programmes under accreditation is implemented at:

1. Institute of Agrobiotechnology – S.L. Belopukhov, Dr. of Agriculture, Professor, Director of the Institute;
2. Institute of Horticulture and Landscape Architecture – A.K. Radzhabov, Dr. of Agriculture, Professor, Director of the Institute;
3. Institute of Amelioration, Water Management and Construction named after A.N. Kostyakov – D.M. Benin, Candidate of Technical Sciences, Associate Professor, Acting Director.

The Institute of Agrobiotechnology was founded in 1865. The faculty was renamed ten times during in the 1865-1922 period – "the Agricultural Department", 1922-1923 – "Agricultural Faculty", 1923-1929 "Agronomy Faculty", 1929-1930 - "Crop-growing Faculty", 1930-1931 "Grain, Spinning and Other Industrial Crop Faculty", 1931-1932 – "Grain, Selection and Genetics Department in the Grain Institute", 1932-1933 - "Grain, Selection and Genetics Department in Timiryazev Agricultural Institute», 1934-2014 – "Agronomy Faculty", 2014 – "Agronomy and Biotechnology Faculty".

The Faculty of Agronomy and Biotechnology currently trains more than 700 bachelor students, more than 160 master students from all regions of Russia, as well as countries of the near and far abroad. About 100 teachers, including Doctors of Science and Professors, Candidates of Science and Associate Professors, are involved in the educational process at the Institute. The Institute has 7 Honorary Workers of the Higher School of the Russian Federation.

There are two areas of training: "Agronomy "(35.03.04, 35.04.04) and "Agrochemistry and Agro-soil Science " (35.03.03, 35.04.03).

«Agronomy» (35.03.04, 35.04.04).

Areas of professional activity in which graduates, who have completed a bachelor's degree programme, can carry out professional activities:

- 01 Education and science (in the field of scientific research for the development of innovative agricultural technologies, the reproduction of soil fertility, the creation of highly productive varieties and hybrids);

- 13 Agriculture (in the field of production and storage of crop production based on the achievements of agronomy, plant protection, genetics, breeding, seed production and biotechnology of agricultural crops).

Areas of professional activity and areas of professional activity in which graduates, who have completed the master's programme, can carry out professional activities:

- 01 Education and science (in the field of vocational training, vocational education and additional vocational education, in the field of scientific research);
- 13 Agriculture (in the field of developments aimed at solving complex problems in the organization of production, storage and primary processing of crops).

«Agrochemistry and Agrosoil Science» 35.03.03, 35.04.03.

Professional activities and areas of professional activities in which the graduates who have completed the bachelor programme, can carry out professional activities:

- 01 Education and science (in the field of soil, agrochemical, agricultural and ecological research, in the field of scientific research to develop environmentally friendly technologies of crop production and reproduction of soil fertility, agro-ecological models, in the field of scientific research in the framework of soil and environmental regulation);
- 13 Agriculture (in the field of rational use and conservation of agricultural landscapes in the production of agricultural products, in the field of environmental control and compliance with environmental regulations of land use, in the field of agroecological assessment of agricultural land).

Areas of professional activity in which graduates who have completed the master's programme can carry out professional activities:

- 01 Education and science (in the field of vocational training, vocational education and additional vocational education, in the field of soil, agrochemical, agroecological scientific research, in the field of scientific research for the development of environmentally safe technologies for the production of crop production and reproduction of soil fertility, agroecological models, in the field of scientific research within the framework of soil and environmental regulation);
- 13 Agriculture (in the field of rational use and conservation of agricultural landscapes in the production of agricultural products, in the field of environmental control and compliance with environmental regulations of land use, in the field of agroecological assessment of agricultural land).

The Institute of Horticulture and Landscape Architecture was established in 1920. The faculty was renamed five times (1920-1929– “Horticulture and Vegeculture Department», 1929 – “Horticulture Faculty”, 1929-2007 “Fruit- and- Vegetable Faculty”, 2007-2010 - “Horticulture and Vegetable-Growing Faculty”, 2010 – 2021 – “Horticulture and Landscape Architecture»).

The Institute trains bachelors and masters in two areas: "Horticulture" and "Landscape Architecture". More than 800 students are enrolled. The Institute has the status of a methodological center in the development of educational standards and programmes in the field of horticulture and landscape architecture.

The Institute has the country's leading scientific school in the field of breeding and biotechnology of vegetable crops, 1/3 of the production of cabbage

crops in the country are hybrids and varieties created by the scientists of the Institute.

«Horticulture» (35.03.05, 35.04.05).

Areas of professional activity in which graduates, who have completed the bachelor's degree programme can carry out professional activities:

- 01 Education and science (in the field of scientific research);
- 13 Agriculture (in the field of production, storage and primary processing of fruit, vegetable, medicinal and essential oil crops, grapes, in the field of creation and operation of objects of decorative gardening).

Areas of professional activity in which graduates who have completed the master's programme can carry out professional activities:

- 01 Education and science (in the field of vocational training, vocational education and additional vocational education, in the field of scientific research);
- 13 Agriculture (in the field of research and development aimed at solving complex tasks for the organization and production, storage and primary processing of fruit, vegetable, medicinal and essential oil crops, grapes, design, landscaping and operation of garden and landscape objects

«Landscape Architecture» 35.03.10, 35.04.09.

Professional activities and areas of professional activities in which the graduates who have completed the bachelor programme, can carry out professional activities:

- 01 Education and science (in the field of preschool, primary General, basic General, secondary General education, additional education of children and adults, vocational training, vocational education and additional professional education in the sphere of scientific research);
- 04 Culture, art (in the field of restoration and maintenance of cultural heritage objects of landscape and landscape art);
- 10 Architecture, design, geodesy, topography and design (in the field of planning organization of open spaces, in the field of environmental design, in the field of designing objects of landscape architecture, in the field of landscape and landscape art, in the field of landscaping and landscaping);
- 14 Forestry, hunting (in the field of design, creation and maintenance of specially protected natural areas, forest parks, urban forests and recreational areas on the lands of the forest fund);
- 16 Construction and housing and communal services (in the field of landscaping and landscaping of territories, in the field of construction and maintenance, reconstruction and restoration of objects of landscape architecture and landscape art, in the field of monitoring the state of objects of landscape architecture and landscape art and cadastral registration of plantings).

The Institute of Amelioration, Water Management and Construction named after A.N. Kostyakov was established on March 1, 2018 by merging three faculties: the Environmental Management and Water Use; the Technosphere Safety, Ecology and Environmental Engineering; Hydrotechnical, Agroindustrial and Civil Engineering.

There are 14 departments, 11 of them are graduate departments for bachelor and master programmes. The departments employ more than 180 qualified teachers, 33 of them have the degrees of Doctor of Science and

academic titles of Professor, 87 employees have the degrees of Candidate of Science and academic titles of Associate Professor.

«Forestry» (35.03.01, 35.04.01)

The programme is implemented at the Department of Agricultural Land Reclamation, Forestry and Land Management.

Professional activities and areas of professional activities in which the graduates who have completed the bachelor programme, can carry out professional activities:

- 01 Education and science (in the field of scientific research of forest and urban ecosystems of various levels, their components for the development of modern technologies for the development of forests and natural and man-made forest management systems, including structures and activities that increase the usefulness of natural objects and components of nature: forest and ornamental nurseries, forest plantations, artificial forest plantations, forest parks, hydro-reclamation systems, land reclamation systems, nature protection complexes);
- 14 Forestry, hunting (in the field of planning and implementation of protection, protection and reproduction of forests, their use, in the field of monitoring the state, inventory and cadastral accounting in natural, man-made and urbanized landscapes; in the field of forest management to ensure multi-purpose, rational, continuous, sustainable use of forests to meet the needs of society in forests and forest resources, in the field of state forest control and supervision).

Areas of professional activity in which graduates, who have completed the master's programme can carry out professional activities:

- 01 Education and science (in the field of vocational training, vocational education and further vocational education; in the field of scientific research of forest and urban ecosystems of various levels and their components for the development of modern technologies for the development of forests and natural and man-made forest management systems, including structures and activities that increase the usefulness of natural objects and components of nature: forest and ornamental nurseries, forest plantations, artificial forest plantations, forest parks, hydro-reclamation systems, land reclamation systems, nature protection complexes);
- 07 Administrative and administrative and office activities (in the field of organization and management of specialized forestry and forest park institutions);
- 14 Forestry, hunting (in the field of planning and implementation of protection, protection and reproduction of forests, their use, in the field of monitoring the state, inventory and cadastral accounting in natural, man-made and urbanized landscapes, in the field of forest management to ensure multi-purpose, rational, continuous, sustainable use of forests to meet the needs of society in forests and forest resources, in the field of state forest control and supervision).

The educational programmes of the cluster formulate goals and objectives that involve the development of students ' personal qualities, as well as the formation of general cultural, general professional and professional competencies in accordance with the requirements of the Federal State Educational Standard in these areas of training and specialty.

Maintaining a high level of quality of the educational programmes is systematic and continuous. Projects aimed at supporting the activities of the teacher in the educational process, projects that ensure the effective development of students, as well as a system of measures to improve the content of training are being implemented.

The high quality of the programmes is confirmed by feedback from graduates and employers, a high percentage of graduates' employment, awards of students in the field of science and social activities, and the absence of complaints.

The University has all the necessary material and technical resources to ensure the conduct of all types of training sessions. A barrier-free environment has been created in all academic buildings and dormitories.

The basis for conducting practical training and research work is the scientific divisions of the Timiryazev University:

World-class Scientific Center "Agrotechnologies of the Future";

The Plant Protection Station;

Educational and experimental apiary;

Fruit Growing Laboratory;

V.A. Mikhelson observatory;

Agroecological Monitoring, Monitoring and Ecosystem forecasting Laboratory;

Educational and Scientific Consulting Center «Experimental Forest»;

Educational and Scientific Consulting Center «Sports Lawn Arrangement and Landscape Lawn Science»;

Center for Grain Legumes and Vegetable Protein Production

Department of New Technologies;

Educational and Research Center for Collective Use - Service Laboratory for Complex Analysis of Chemical Compounds;

The Molecular Biotechnology Center;

Field Experimental Station;

Problem Research Laboratory for the development of theoretical foundations for the management of water, salt and thermal conditions on reclaimed land

Educational and Scientific Consulting Center «Agroecology of Pesticides and Agrochemicals»;

The Vegetable Crop- breeding, Genetics and Biotechnology Laboratory;

Educational and scientific production center «V.I.Edelstein Vegetable Experimental Station»;

Testing Center for Soil and Ecology Research;

The Center for Sustainable Agriculture and Rural Development.

Every year, in accordance with the Development Programme of the University, modernization and opening of new modern laboratories and offices are carried out with the involvement of employers. The educational programmes are provided with educational and methodological materials in all academic disciplines, their content is presented on the University's website and the Electronic Library.

The University implements projects that improve the educational process and create educational and methodological materials of a new format (development of electronic educational materials, online courses).

The educational programmes are accessible on the University's website in order to provide applicants, students, potential employers and other

stakeholders with the opportunity to get acquainted with their content, material and technical, information and library support, implementation technologies, as well as to exercise the right of students and employers to participate in the formation of the content of the educational programmes in the University.

The library fund is fully stocked in accordance with the requirements of the Federal State Educational Standard. The University has a Central Scientific Library named after N. I. Zheleznov. The total area of the library premises is 13,290 square meters, including assembly halls with 490 seats (cinema hall – 90 seats). There are 10 reading rooms, organized on the principle of open access and equipped with Wi-Fi, Internet access, including 5 computerized reading rooms with 865 seats, including 115 with Internet access.

The University has created a socio-cultural environment and favorable conditions for the development of personality and the regulation of socio-cultural processes that contribute to the strengthening of cultural and moral, civil-political, and general cultural qualities of students.

3 FINDINGS

3.1 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

№	Subject of evaluation	Mark
Basic criteria for higher education, secondary vocational education, postgraduate and doctoral programmes		
1.1.	Availability of a documented internal quality assurance system providing continuous enhancement of quality in accordance with the developmental strategy of the educational institution	A
1.2.	Participation of all stakeholders (administration, teaching staff, students, employers, employer associations, research organisations, branch ministries and departments – key partners in employment of graduates) in developing and implementing a quality assurance policy through relevant structures and processes	A
1.3.	Participation of all structural units of the educational institution in quality assurance processes and procedures	A

Analysis of the educational programmes' compliance with the standard:

The analysis of the Strategic development plan of the Russian State Agrarian University - Moscow Timiryazev Agricultural Academy, the outcomes of the meetings of the ERP with the University administration, Directors of the Institute of Agrobiotechnology, Institute of Horticulture and Landscape Architecture, Kostyakov Institute of Amelioration, Water Management and Construction, Deputy Directors, Heads of Departments, employers, and graduates showed substantial compliance with the requirements.

Each educational programme of the cluster is provided with regulatory and methodological materials for the system of quality evaluation of learning outcomes.

The University developed and approved documents regulating the content, organization and monitoring of the quality of the educational process.

The internal quality assurance system, which provides continuous improvement of quality, is based on the regulatory documents of the quality system. The quality assurance policy is introduced through the development of annual plans of action of the departments and Institutes, individual plans of teachers, and recommendations of employers.

All stakeholders (administration, staff, associations of employees, research associations, subject-specific ministries and institutions as key partners) are involved in the development and implementation of the quality assurance policy.

The University annually takes part in independent evaluation of education quality carried out by the Federal Service for Supervision in Education and Science in order to provide objective assessment of students' competences.

The issues related to the programmes of strategic development are regularly discussed at the meetings of the Academic Councils of the University, faculties, and meetings of the departments. Employers (Heads and experts of

subject-specific enterprises and organizations) take part in the delivery of the educational programmes.

Achievements:

In 2013 the University introduced the quality management system in compliance with GOST ISO 9001:2008, which is currently adapted to GOST TSO 9000:2015. In 2005 the Education Quality Centre was established.

The path for development is approved in the document "Strategy and development programme of the Russian State Agrarian University - Moscow Timiryazev Agricultural Academy till 2030". It defines priority tasks and mechanisms for their implementation in the context of key areas of activity in order to support the status of the regional innovative agrarian centre of education and science.

The University developed a unified informational and educational environment, which fully reflects connections between research, teaching and learning, thus, provides the internal quality assurance system.

All stakeholders (administration, staff, students, employers, associations of employers, research organizations, subject-specific ministries and institutions – key partners of graduates' employability) are involved in the design and implementation of the quality assurance policy. The teaching staff, researchers, students, and partners are involved in the design of new educational programmes, improvement of the content and delivery of the educational services.

Recommendations:

1. The University should describe the mechanism of involving employers in the design, update and agreement of the quality assurance policy in order to update the mission, goals and objectives of the University aimed at development of professional and international ties.

3.2 Standard 2. Educational programmes

Compliance with the standard: ***Full compliance***

Table 2 - Criteria to Standard 2

№	Subject of evaluation	Mark
Basic criteria for higher education, secondary vocational education, postgraduate and doctoral programmes		
2.1.	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
2.2.	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
2.3.	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 developed a document regulating design, adjustment and approval of all elements of the educational programmes in compliance with the recommendations of employers and their community. The mission, goals and objectives of the educational programmes comply with the University mission.

Coordination of the educational process at the University, preparation of regulatory documents, monitoring, control of the development and delivery of the educational programmes is carried out by the Educational and Methodological Department.

The educational programmes are developed in compliance with the Federal State Educational Standards of Higher Education and provide for the goals, expected learning outcomes, requirements to the conditions of delivery, characteristics of the University environment, which provides the development of graduates' competences and evaluation of the graduates' quality of education and training.

Internal monitoring of the educational programmes is carried out with the involvement of the administration, teachers, students and employers.

The students do research. Student research groups are organized at the Departments; annual research student conferences are held; research works are prepared for participation in competitions, University, Russian and international olympiads.

All elements of the educational programmes are updated with the account of the development of science and industry (annually) in the part of their content, methodological documents with the account of opinions of stakeholders (teachers, students, employers).

The requirements of the professional standards are taken into account when designing the educational programmes.

Achievements:

The goals and expected learning outcomes are defined in the educational programmes, which are available on the official website of the University.

Sociological monitoring, survey of students, graduates and employers are regularly held.

The educational programmes are adjusted with the account of development of science and industry and opinions of stakeholders.

The results of research and opinions of teachers, students and employers are taken into account when developing, approving and adjusting the educational programmes.

In the University there is a Federal Academic Methodological Association in the field of 35.00.00 Agriculture, Forestry and Fishery, Research and Methodological Council on Agriculture, Research and Methodological Council on forestry, Research and Methodological Council on Economic and Administrative Training of Experts in Agriculture, Forestry and Fishery.

Recommendations:

1. The University should organize foresight meetings with leading employers in the agroindustrial complex in order to discuss professional competences of graduates and indicators of their achievements against the requirements of the modern labour market and professional standards (forester, engineer on forest exploitation, agronomist, agrochemist-soil scientist; expert in landscape gardening, etc.).

2. The University should define the mechanism of employers' involvement in the design and approval of the following documents: «Regulations on the main professional educational programme of higher education of the Federal State Budgetary Educational Institution of Higher Education «Russian State Agrarian University - Moscow Timiryazev Agricultural Academy», «Regulations on the development and requirements to the structure, content and design of the programme of practical training» in order to take into account the demands and requirements of the modern labour market and industry to the content of the educational programmes.

3. The University should receive external reviews from employers of the working programmes of elective disciplines and professional disciplines.

4. The University should introduce the subject «Foreign Language for Professional Communication» when updating the programme.

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

Compliance with the standard: ***Full compliance***

Table 3 - Criteria to Standard 3

№	Subject of evaluation	Mark
Basic criteria for higher education, secondary vocational education, postgraduate and doctoral programmes		
3.1.	Consideration of needs of diverse groups of students and a possibility to create individual learning paths	A
3.2.	Consideration of non-formal[1] and informal[2] education (if available) when assessing learning outcomes/students' competencies (online courses, further education programmes, microcredentials)	A
3.3.	Use of clearly defined criteria and objective assessment procedures of learning outcomes/competences of students corresponding to the expected learning outcomes, goals of the study programmes and their purpose (diagnostic, formative or summative assessment) * define the forms of assessment for artistic programmes (concerts, performances, plays, etc.) and engineering programmes (technical testing, etc.)	A
3.4.	Information about study programmes, criteria and procedures for assessment of learning outcomes/competencies, examinations, tests and other types of control.	A
3.5.	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.)	A
3.6.	Availability and effectiveness of appeals procedure and procedures for dealing with students complaints	A

[1] Non-formal education refers to education that occurs outside the formal school system. (clubs, training sessions, short programmes, etc).

[2] Informal education − is the type of knowledge that one gains through several life experiences at the workplace, from parents or elders, etc. Informal education is gained under the influence of society and the community.

Analysis of the educational programmes' compliance with the standard:

The ERP members noted a documented system of account of requests of various groups of students.

The University ensures a possibility for the students to be involved in designing their educational programme (learning path), including a possibility to study following an individual plan. Forms of participation are presented in the Policy on quality assurance of students' training.

The University uses methods that encourage students to take part in the design of the educational process.

The students are members of collegiate bodies of the University and faculties; they can be involved in the discussion of issues related to design and update of the educational programmes as well as in University management.

The evaluation procedures of learning outcomes and evaluation criteria are developed for each discipline, practical training and state final attestation are defined in the working programmes, pools of assessment tools, and methodology guidelines.

Opinions of students are taken into account when choosing elective disciplines in compliance with the Procedure of choosing and studying elective disciplines.

The University provides for ongoing monitoring of mastering the disciplines (tests, colloquia and other forms of monitoring) and extracurricular work of students (course works and projects, various individual tasks). The issues of evaluation of student competences during interim and final assessment are regulated by the documents published on the University website.

The results of acquisition of further education programmes and online courses offered by the University and other educational institutions can be taken into account on the basis of students' personal application.

The use of procedures of independent evaluation of learning outcomes is proved by award-winning places of the students at national, regional and international competitions and olympiads (Russian student olympiad «Ya–Professional», Russian competition for the best research work among students of higher education institutions of the Ministry of Agriculture of the Russian Federation, grant of the Russian President for achievements in research, International Vavilov Olympiad, etc.).

Since 2005 the students regularly participate in independent evaluation of education quality through the project «Federal Internet Exam in Higher Education». The results are summarized in the document «Pedagogic analysis/monitoring of results of the Federal Internet Exam in Higher Education in the context of a competence-based approach at the University». In 2020 72 students of the programme 35.03.05 "Horticulture" and 72 students of the programme 35.03.10 "Landscape Architecture" passed a test in the following disciplines: Botany, Physiology and Phytochemistry.

External independent evaluation of learning outcomes is carried out by employers when delivering lectures, visiting classes, evaluating results of research of students and teachers, and on the basis of results of quality evaluation of practical training and results of sociological surveys.

The regulations on ongoing monitoring of academic progress and interim assessment of students provide for the measures in case of a conflict of interest during assessment procedures and students' complaints.

The management of the University and the Faculty regularly hold meetings with the students. There are several public organizations (Student Council,

Student Trade Union Committee), through which the students communicate with the administration of the University and the Faculty.

The appeals procedure is provided for by the Regulations on state final attestation on the educational programmes of higher education at Russian State Agrarian University.

Achievements:

The University introduced an automated student management system – Cassiopeia, which provides information about the educational programmes, curricula, training schedule, exams, criteria and evaluation procedures of learning outcomes.

The process of evaluation of students' works is transparent, well-structures and informative. The advantage of this process is continuous feedback from the students.

The students are informed about the evaluation methods and criteria of mastering the educational programme.

The students can study following an individual learning path, which takes into account their individual characteristics.

The University developed online courses «Design of systems of engineering protection and vertical leveling of the territory»; «Systems of Computer-Assisted Design (AutoCad, Kompas 3D). All students can take these courses.

There is a system of ensuring interaction between all participants of the educational process.

There is a «hotline» and a commission on settlement of disputes, as well as the regulations on appeals.

The University uses procedures of independent evaluation of learning outcomes (students participate in olympiads, Russian competitions for the best research work, Russian intellectual games, etc.)

The university has various student councils, trade unions, councils of dormitories, etc.

Recommendations:

The graduates and senior students should pass a professional (certification) exam as a form of independent evaluation of qualification.

3.4 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
Basic criteria for higher education, secondary vocational education, postgraduate and doctoral programmes		
4.1.	Systematic carrier guidance targeted at recruiting and selection of applicants should be in place	A
4.2.	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
4.3.	Balance of enrollment and graduation rates (retention, dropouts)	A
4.4.	Systematic work to support students' progression	A

№	Subject of evaluation	Mark
4.5.	Availability of student information and support in project work, academic mobility programmes, students' participation in academic mobility	B

Analysis of the educational programmes' compliance with the standard:

The University regularly works with applicants. There are people at the Faculties responsible for career guidance.

Career guidance is regular; its planning for the academic year is carried out on the basis of analysis of the admission campaign of the previous year with the account of the cohort of school graduates from Moscow, Moscow region and other Russian regions.

Career guidance comprises signing agreements with educational institutions, Open Doors Days and tours of the University. The policy, processes and criteria of admission comply with the current legislation in the sphere of education. The University developed and carries out the system of measures on support of students' academic progress and their academic achievements.

Evaluation of career guidance was carried out on the basis of analysis of the documents, surveys of students, graduates, staff and the Head of the Centre of Pre-University Training.

Issues of career guidance and events are covered by the student media service. Modern information technologies and possibilities of the Internet are used in career guidance (page «Applicants» on the official website; pages in social media - VKontakte, Facebook, Instagram and YouTube).

During the meeting with students and graduates the Panel noted that Open Doors Days are very popular and are regularly held. Tours of academic buildings are conducted for everyone. Graduates and employers are also involved in career guidance processes through promotion of knowledge and profession.

Entrance examinations are held in compliance with the Rules on admission to the Federal State Budgetary Educational Institution of Higher Education «Russian State Agrarian University - Moscow Timiryazev Agricultural Academy».

Applicants take pre-study courses on the basis of the License on further education № 1099 of 10.10.2014. The aim of the courses is to provide a flexible system of training of various categories of applicants for the Unified State Exams and University examinations. Unique methods that are used during pre-study courses provide quality training, development of a system approach to the subjects and educational process, development of logical thinking. The courses are held online and offline.

The students' academic progress is monitored by tutors, Directors of Institutes and Heads of Graduate Departments. Academic progress is assessed during ongoing monitoring of learning, practical training and interim assessment of learning outcomes.

The procedure of transfer and recognition of students' learning outcomes in other educational institutions is regulated by internal acts.

The survey of students showed that they are interested in participation in academic mobility programmes.

Achievements:

Career guidance and procedure of applicants' selection are well-organized and comprise work with schools, secondary education institutions, mass media, executive authorities and local government.

A flexible system of training of various categories of applicants for admission exams is developed.

The Faculty of Pre-University Training carries out career guidance in more than 40 regions of the Russian Federation.

There are subject-specific classes and schools. From 10 to 20 % of applicants are graduates of subject-specific schools.

Students of subject-specific schools are involved in research and give presentations at a student research conference.

Applicants can get online consultation from a representative of the Faculty/Institute on the issues of admission campaign. They can receive all necessary information online.

Career fair, webinars and workshops with employers are regularly held.

The system of monitoring of students' academic progress is well-organized and comprises cooperation with administration, teachers, students and their parents.

The students have personal accounts and electronic portfolio.

Each Institute and Department has student scientific society where students are involved in research.

The students participate in academic mobility programmes Erasmus+; Silk Road with partner HEIs in Germany (Humboldt University of Berlin), Czech Republic (Mendel University); Hungary, Bulgaria, Spain, China, etc.

The graduates can receive Diploma Supplement, which is written in English and can be used to obtain employment abroad.

Recommendations:

1. Academic mobility of students should be enhanced in terms of cooperation with foreign agrarian HEIs and various world companies, for example, KWS, DAAD, Bayer, etc.
2. The students should be informed about the opportunity to receive Diploma Supplement and about recognition of a document on education in the country and abroad.
3. The Diploma Supplement should be given on a compulsory basis (not upon request) in order to enhance recognition of the University in Europe.

3.5 Standard 5. Teaching staff

Compliance with the standard: ***Full compliance***

Table 5 - Criteria to Standard 5

№	Subject of evaluation	Mark
Basic criteria for higher education, secondary vocational education, postgraduate and doctoral programmes		
5.1.	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
5.2.	Compliance with professional competence requirements, relevance of specialisms, degrees and titles and /or practical experience to the profile of the study programmes	A

№	Subject of evaluation	Mark
5.3.	Use of best national and international practices as well as current tendencies in teaching	A
5.4.	Availability of a mentoring /counseling / support system that takes into account the needs of different groups of students	A
5.5.	Research activity of the teaching staff, implementation of research results in the academic process	A
5.6.	Employing visiting lecturers from other national and international educational/industrial/research institutions	A
5.7.	Participation of teachers in joint international projects, internships abroad, academic mobility programmes	A
5.8.	A system of financial and non-financial incentives for teachers	A
5.9.	A system for career development and professional advancement for teachers	A

Analysis of the educational programmes' compliance with the standard:

The University has in place a selection system containing clear, transparent and objective criteria for hiring. Its effectiveness was confirmed during interviews with the teachers of departments, heads of departments, the university administration, as well as regulatory documents.

Qualification of managerial and scientific and pedagogical workers of the organization meets the qualification characteristics approved by Order of the Health Ministry of the Russian Federation dated 11.01.2011 No. and "On approval of the Unified qualification handbook for managers, specialists and employees, section "Qualification characteristics of positions of managers and specialists of higher professional and additional professional education" (registered in the Ministry of Justice 23.03.2011 No. 20237).

The teachers participate in human resource development programmes. The educational process involves persons from among the managers and specialists of organizations whose activities correspond to the profile of educational programmes. In accordance with the Russian legislation, at least once every three years, each teacher undergoes mandatory professional development in the field of pedagogical activity, information and communication technologies and inclusive education.

There are over 35 academic mobility projects including those of the European Commission – IAMONET-RU and ERASMUS programmes with the University of St. Istvan (Gödöllö, Hungary), St. Anne (Italy), Lille, Spain, Poland, Bulgaria, Burgas, Turkey, Lithuania, Hohenheim.

The teachers are actively engaged in research, publish research results in prestigious scientific journals, including quartiles 1 and 2; the results of research are introduced into the educational process. They use various methods and techniques that contribute to the development of students' cognitive activity (creating projects, preparing public presentations, debating professionally important problems, solving situational problems, etc.).

The University actively uses the ranking assessment of the activities of scientific and pedagogical personnel, which provides for a complex of financial and non-financial incentives for teachers.

A survey of the teaching staff of the cluster's graduate programmes showed that the system of financial and non-financial motivation is documented and clearly regulated.

The assessment of teachers' activities takes into account achievements in educational, methodological, scientific, educational and career guidance work,

as well as in other activities, and establishes various forms of moral and material incentives in accordance with the Regulations on Remuneration. At the same time, when summing up the results, the ranking of employees in several categories (professor, associate professor, teacher, etc.) is determined.

The members of the ERP noted the high activity of the cluster's research and teaching staff in professional internship programmes in research and production companies and organizations.

Achievements:

The University is famous for its scientific traditions and a large number of scientific schools in all areas of the Agronomy cluster. There are 14 scientific schools in the cluster of educational programmes under accreditation.

Qualified professional teachers participate in the implementation of the programme; they include the results of their research in the educational process.

Participation in the implementation of the educational programme of employees from among the managers and employees of organizations whose activities are related to the cluster of educational programmes under accreditation.

The University has preserved and maintains a unique long-term (109 years) field experience, founded in 1912, and is included in the collection of world achievements.

High scientific activity of teachers is confirmed by grants of the President and the Government of the Russian Federation, grants of the RFFR, RNF and others.

Innovative methods include public speaking, project development, discussion, creating problem situations and solving them in the form of case studies, business games, video films, and presentations.

Participation of the members of the teaching staff experts in the work of intergovernmental committees (China, Sudan, Congo, Vietnam, etc.).

An InterAgroclub has been established, where leading scientists in the field of agricultural sciences give lectures, conduct master classes and round tables for students and teachers on the most pressing issues of agricultural development. Lectures are given by agricultural advisers and attaches of the diplomatic missions of the countries with developed agriculture (Holland, USA, Germany). From 5 to 15 events are held annually.

The University reimburses the teaching staff for the costs of publishing in the international scientometric systems Scopus and WoS, which makes it possible to increase scientific activity.

The Timiryazev University is a member of the consortium of leading research HEIs and institutions within the framework of the Scientific Center for World Agriculture “Agrotechnologies of the Future”.

Recommendations:

1. As part of research work, it is recommended to plan research within the framework of contractual relations with leading agricultural producers and employers of the Moscow region and other regions of the Russian Federation.
2. For effective internationalization of the educational programme, it is recommended to attract teachers from other countries, as well as to expand the range of employers at both the federal and international levels, including non-profit organizations, to better meet the needs of potential customers of the programmes of the cluster under accreditation.

3. In order to develop academic mobility and increase the number of international projects, it is recommended to organize advanced training (retraining) courses for the teaching staff in a foreign language, in order to increase the proportion of teachers who are fluent in foreign languages.

4. It is recommended to develop a system of financial incentives for the teaching staff for teaching the professional cycle disciplines in a foreign language.

3.6 Standard 6. Learning resources

Compliance with the standard: ***Full compliance***

Table 6 - Criteria to Standard 6

№	Subject of evaluation	Mark
Basic criteria for higher education, secondary vocational education, postgraduate and doctoral programmes		
6.1.	Provision of the study programme with material and technical recourses (modern tools, equipment, computers, classrooms, laboratories, art studios, student theatres, etc.)	A
6.2.	Availability of internship opportunities, well-equipped facilities and qualified supervisors.	A
6.3.	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:

For the implementation of the educational programmes «Agronomy» (35.03.04, 35.04.04),«Agrochemistry and Agricultural Soil Science» (35.03.03, 35.04.03),

«Landscape Architecture» (35.03.10, 35.04.09), «Forest Management» (35.03.01, 35.04.01), «Horticuilture» (35.03.05, 35.04.05) the University has material and technical resources that support the conduct of all types of laboratory, practical, disciplinary and interdisciplinary education and training in accordance with the Federal State Educational Standard and the curricula, including independent and scientifically-oriented research work of the specialists, and meeting the current sanitary and fire safety requirements.

There are classrooms for conducting lecture-type classes, seminar-type classes, laboratory work, group and individual consultations, formative and summative assessment, as well as rooms for independent work of students (including the implementation of course projects/works). Classrooms and laboratories are provided with multimedia (video projection) means for presentations, sound reproduction means, and screens.

The premises for independent work of students are equipped with computer equipment with the access to the Internet and the electronic information and educational environment of the University. There are computer classes and multimedia facilities which are used for independent work, for the preparation of reports on work placement, the implementation of research work provided for in the curriculum. The students have at their disposal electronic library systems and the library fund of the University. For the organization of independent work of students educational materials are placed in the electronic information and educational environment of the University: working

programmes of disciplines, practices, state exam, topics of graduation qualifications works, questions for exams and tests, methodological guidebooks for the implementation of course and final qualification works, and other materials

Practical training is carried out in educational and scientific laboratories and centers for fruit-growing, plant protection, crop- breeding and selection, agroecological monitoring, monitoring and ecosystem forecasting, research and design laboratory for agricultural vehicles; in the Cnters of: - geo - and hydroinformatics, technology transfer, a testing center for soil research, for the quality of milk research, an educational and scientific production center, a vegetable experimental station named after V.I. Edelstein, experimental forest, sports lawn arrangement and landscape lawn science, livestock development, molecular biotechnology, agroecology of pesticides and agrochemicals, field experimental station - dendrological garden named after R.I. Schroeder, an educational and experimental apiary, an equestrian center, an industrial agrarian business incubator.

The students`academic practice and practical training also takes place in the Precision Farming Center, the Plant Protection Station, the Molecular Biotechnology Center, the Artificial Climate Laboratory, and also in V.A. Mikhelson observatory, where the continues meteorological information collection has been done for over 140 years; the archive that have got no equal in Moscow and is among the few in Russia and even in the world.

The students do practical training and carry out research at the field experimental station, where the work on prime potato seed- breeding, winter and spring wheat, barley, winter and spring triticale, white and narrow-leaved lupine has been started. The Laboratory of Genetics, Selection and Biotechnology of vegetable crops, fitted with the equipment for conducting molecular genetic research and research in the field of tissue culture, and herbarium, including about 40 thousand herbarium sheets of plants of the scientific herbarium, collected from the 1820s to the present, containing plant samples first described in world science, rare and unique collections of flora species of Russia and the CIS countries.

The library fund is 3352497 copies of printed and electronic editions.

The library fund is stocked with printed and electronic educational publications (including textbooks and teaching materials), methodological and periodicals for all subjects, courses, academic subjects (modules) included in the main educational programmes.

In the Central Scientific Library named after N.I. Zheleznov a workplace for blind and visually impaired students is equipped. The University has acquired special software and a printer for printing in braille code, allowing visually impaired and blind students to study in the library on an equal basis with everyone. The "zoom-text" programme enlarges the font for comfortable work of the visually impaired, another computer programme translates the text into voice mode. The voice mode accompanies all the steps of the user. In addition, on a special printer "Index V5" installed at the computer workstation of a disabled student, it will be possible to print both texts and graphics in Braille.

The University has the necessary set of licensed software (the composition is determined in the work programs of the disciplines and is updated annually). There is an IT Center for general use. For students' independent work there are 9 reading rooms.

The University has created special conditions for students with disabilities. Information about the special conditions created for students with disabilities is available on the University's website.

For people with hearing disabilities:

- availability of sound-amplifying equipment, multimedia facilities and other technical means of receiving and transmitting information in accessible forms;

- the classroom, where students with hearing impairment study, is equipped with computer equipment, audio equipment (acoustic amplifier and speakers), video equipment (multimedia projector, TV), electronic whiteboard, multimedia system; video materials also play a special role in teaching the students who are hard of hearing. For people with visual disabilities:

- availability of electronic magnifiers, video magnifiers, programmes for non-visual access to information, speech synthesizer programmes and other technical means of receiving and transmitting educational information in the forms accessible to this category of students;

For persons with disabilities who have disorders of the musculoskeletal system:

- availability of computer equipment with special software adapted for students with disabilities, alternative information input devices and other technical means of receiving and transmitting educational information in accessible forms for students;

- use of special features of the Windows operating system, such as the on-screen keyboard, with which you can enter text, configure Windows actions when entering using the keyboard or mouse.

Achievements:

The University has a high level of material and technical facilities and practice bases: a field experimental station, a Precision Farming Center, a Plant protection Station, a Fruit Growing Laboratory and a Michurinsky Garden, a Laboratory of Genetics, Breeding and Bio-technology of Vegetable Crops, and others.

The unique Forest Experimental Dacha, the largest open – air research laboratory in Europe and the oldest educational institution in the field of forestry, located almost in the center of a large metropolis, has been preserved and is functioning.

A world-class scientific center "Agrotechnologies of the Future" was established with the inclusion of leading research institutes in the field of agriculture, biotechnology and genetics in the consortium

Research is underway on the development and implementation of coordinate (precision) farming technologies based on GLONASS satellite navigation technologies.

The library is a member and active user of the MARS ARBICON corporate bibliographic database.

There is unlimited access to the electronic library systems "Lan", "Yurayt", "Rukont", Scopus abstract database, Web of Science, electronic library Elibrary.ru

For students, a mobile application is available in the EBS "Lan", including in the offline mode.

Recommendations:

1. On the website of the scientific library of the University, it is recommended to provide links to the list of resources of the information and telecommunications network "Internet" and professional databases specified in the work programmes of specialized disciplines as necessary for the development of the discipline. For example: State Register of breeding achievements approved for use (reestr.gossortrf.ru); State Catalog of pesticides and agrochemicals approved for use in the territory of the Russian Federation, etc.

3.7 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
Basic criteria for higher education, secondary vocational education, postgraduate and doctoral programmes		
7.1.	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
7.2.	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
7.3.	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
7.4.	Content and adequacy of translation of the English version of the website/webpage of the structural unit	A
7.5.	Availability of a feedback mechanism for stakeholders (students, teachers, employers, line ministries and departments) on the university website and other sources	A
7.5.	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:

The electronic information and educational environment of the Timiryzev University (EIEE) is well developed. The Cassiopeia automated information system has been implemented for managing the student population.

The internal portal for students and teachers ensures the maintenance of information about students (personal data, academic performance, personal achievements, volunteer activities, etc.), and also contains data on the curricula.

The annual self-assessment of the educational programmes is also an element of the system for collecting and monitoring information about the educational process.

The results of the self-assessment are summarized and reported at the meetings of the Academic Council of the University. Students and staff participate in the management of the educational programme through their work

in the governing bodies of the faculty and the University (Faculty Council, Academic Council, etc.).

The University has a unified information local area network that connects all the departments of the University, which allows students to freely access electronic educational and information resources.

The use of online courses, which are used as additional material in the study of disciplines, has become widespread in the educational practice of the University in the implementation of educational programmes. The educational portal is built on the LMS Moodle.

The University has developed, and successfully operates and regularly updates a website that meets the requirements. The official website of the University provides relevant information about its activities, admission results, and employment.

The public is informed through various communication channels: the website, mass media, social networks, personal meetings within the framework of various events to inform all stakeholders (applicants and their parents, students, teachers, employers, strategic partners) about the implemented educational programmes, about the results of activities, achievements and development plans.

The interviews with graduates confirmed that the graduates of the University successfully work at the enterprises of the agro-industrial complex of the Moscow region and other regions of the Russian Federation.

The University provides the publication of objective information about the employment and demand for graduates who have completed training in the educational programmes under accreditation on the official website. The website for graduates places information about vacancies in the regions of Russia. There is a questionnaire for employers, and it is also possible to independently place applications at job@rgau-msha.ru.

Graduates keep in touch with the University, inform about their employment, achievements and problems.

The University has special services that provide information support for the University's activities and interaction with foreign partners.

Information about employment, the demand for graduates, vacancies available on the labor market, places of practical training, and events held at the University with the participation of employers is available on the official website of the University.

Achievements:

Availability of an electronic management system for an educational organization.

Easy and accessible search for information on the official website of the University.

A roadmap for digitalization and development of online courses has been developed

The electronic educational environment provides synchronous and asynchronous interaction of all participants of the educational process on the LMS "Moodle" distance learning portal, using social networks: Facebook, Telegram, Instagram, Vkontakte.

Wide access of teachers and students to educational resources via wireless communication channels (Wi-Fi);

Students and stuff are involved in the process of collecting information on educational programmes (surveys, participation in discussions and implementation of corrective measures);

Use of mass media, the official website and social networks to inform all stakeholders about the conditions and achievements of the implementation of educational programmes.

Recommendations:

In order to expand the geography of work placement and research into various soil and climatic conditions, it is recommended to conclude agreements on mutual strategic cooperation and practical training of students with large employers in the field of agriculture, represented in various regions of the Russian Federation. For example, Prodimex, Cherkizovo, Miratorg, EkoNiva and others.

On the website of the University, in the section "Applicant", it is recommended to highlight the possibilities of admission of applicants in the programme "Integrated Development of Rural Areas" by subsidizing farms.

In the English version of the official website of the University, it is recommended to provide more information about the implemented educational programmes of the Agronomy cluster.

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

Compliance with the standard: ***Full compliance***

Table 8 - Criteria to Standard 8

№	Subject of evaluation	Mark
Basic criteria for higher education, secondary vocational education, postgraduate and doctoral programmes		
8.1.	Documented procedures of monitoring and periodic review of study programmes should be in place	A
8.2.	Study programmes should undergo regular external review procedures	A
8.3.	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
8.4.	Availability of results of independent assessment of study programmes (best-edu.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 results of the external evaluation, programmes of corrective measures are implemented in the A. Timiriazev University, including: discussion of the procedures for improving the educational programme at expert councils, meetings of the departments, the Academic Council of the University; the involvement of independent experts to evaluate the activities; revision and updating of the curricula of the educational programmes, the introduction of new profiles in the areas of training, the commissioning of new and improving existing educational and scientific laboratories; updating the educational and methodological support of the implemented disciplines, introducing new and

clarifying the existing internal quality control procedures for conducting training sessions, etc.

The effectiveness of the implementation of corrective measures is confirmed by the Order of the Federal Service for Supervision of Education and Science on awarding in 2021 the state accreditation to 189 educational programmes for the period of 6 years. (https://www.timacad.ru/news/timiriazevskaia-akademiia-uspeshno-proshla-gosudarstvennuiu-akkreditatsiiu).

The results of the quality assessment are taken into account when reviewing the educational programme, as well as when planning subsequent quality assessments. They are implemented in the process of optimizing the activities of the educational and managerial structural divisions of the Institute; analysis of educational and teaching materials intended to support the educational process; analysis of control and certification materials prepared by the departments for the current control of students' knowledge and conducting intermediate certification; analysis of the results of examination sessions, state final certification; analysis of pedagogical experience associated with the development and implementation of innovative teaching methods, modern pedagogical technologies at the departments; questionnaire surveys, conducting a survey of students and teachers, analyzing the obtained questionnaire data.(https://www.timacad.ru/news/timiriazevskaia-akademiia-uspeshno-proshla-gosudarstvennuiu-akkreditatsiiu).

The results of each external examination procedure are reviewed at the meetings of the University departments, followed by a procedure for corrective actions (working groups are created, plans and deadlines for the implementation of improvement measures are drawn up).

Documentary evidence of taking into account the results of previous external evaluation procedures during subsequent external procedures is reflected in the annual plans and reports of structural divisions; in the Minutes of meetings of the departments; in the Minutes and statements of academic councils of institutes; in the Minutes of meetings of educational and methodological councils of institutes and the Methodological Council of the University; in analytical reports on the results of various measures to improve the quality of education.

According to the results of the 2021 Subject National Aggregated Ranking, the educational programme in the field 35.00.00 Agriculture, Forestry and Fisheries of the Timiryazev University is listed in the Premier League (the highest level of assessment) (https://best-edu.ru/ratings/national/predmetnyj-nacionalnyj-agregirovannyj-rejting?group_mode_subject=0&organization=293).

The Timiryazev University constantly participates in the procedures of external quality assurance of educational programmes and activities of the University as a whole. The University regularly participates in the monitoring of the effectiveness of higher education institutions of the Russian Federation, which is conducted by the Ministry of Science and Higher Education of the Russian Federation. Since 2012, the University has been recognized as an effective university (http://indicators.miccedu.ru/monitoring/).

The University participates in rankings conducted by various agencies based on a wide range of criteria. So, for a number of years, the University has been one of the leaders in the Ranking of agricultural Universities of the Russian Federation, conducted by the Ministry of Agriculture of the Russian Federation.

Thus, according to the results of 2020, the University ranks 1st among 54 agricultural universities in Russia. The University is also steadily increasing its position in the ranking "100 best universities in Russia", which is held annually by the Ranking Agency RAEX (RAEX-Analytics). The ranking is based on such criteria as: conditions for obtaining a quality education at a university; the level of demand for university graduates by employers; the level of research activity of the university. In 2020, the Timiryazev University took the 62nd place in it; in 2019 - 71,2018-86.

The Timiryazev University confidently increases its position in the National Ranking of Universities of the international information group "Interfax" (https://academia.interfax.ru). Thus, in 2020, the Timiryazev Russian State Agrarian University took the 98th place in it; 2019 – 101-106, 2018 - 141, 2017 - 129.

When compiling the ranking, the results of the work of universities are taken into account in such areas as: education; socialization; brand; internationalization; research; innovation.

Achievements:

The University has developed a clear procedure for monitoring, periodic evaluation and revision of educational programmes.

Monitoring of the effectiveness of educational programmes is carried out annually and is discussed at meetings of the graduating departments and Academic Councils of faculties/institutes. The results of the SFA are also discussed, and the directions for improving the quality of training of graduates, the results of employment of graduates and measures to improve it are determined.

According to the number of the best educational programs of innovative Russia in the ranking conducted by the National Center for Public and Professional Accreditation, the Guild of Experts in the Field of Professional Education and the journal "Accreditation in Education" in the field of "Agriculture and Agricultural Sciences", the Timiryazev University is in the first league.

Recommendations:

1. It is recommended to analyze similar educational programmes implemented in leading agricultural foreign universities and Russian agricultural universities in order to identify and implement the best practices in the field of education and employment of graduates.
2. The discussing and analyzing the effectiveness of corrective measures based on the results of external examination procedures is recommended to be included in the work plans of the departments and the work plans of the Academic Council, and to address them on a regular basis.
3. In order to improve the status of the University and increase the prestige of agricultural education, it is recommended that the K. A. Timiryazev Russian State Agrarian University should take part in the world rankings, such as GreenMetric, ARES, International Recognition, etc.

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

Compliance with the standard: ***Full compliance***

Table 9 - Criteria to Standard 9

№	Subject of evaluation	Mark
Basic criteria for higher education, secondary vocational education, postgraduate and doctoral programmes		
9.1.	Availability of facilities (equipment) in an educational institution necessary to deliver study programmes via e-learning/distance learning technologies	A
9.2.	Availability of technical infrastructure for e-learning (access to e-learning environment, sufficient e-library resources, digital security)	A
9.3.	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
9.4.	Systematic work meant to support (record) the educational process and students' academic performance when using e-learning and / or blended learning approach	A
9.5.	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:

The technical infrastructure of the University allows for implementing educational programmes using e-learning and distance learning technologies

The University e-learning and distance learning technologies implementation is carried out in accordance with the regulation on the procedure for organizing the e-learning usage, distance learning technologies (DLT) in the educational programmes (EP) implementation, such as the educational programmes delivery with the use of e-learning only, distance learning technologies.

A separate section "Distance learning at RSAU-Moscow Agricultural Academy" has been created on the University website, which contains instructions and materials for the transition to a distance learning format, as well as additional information on the resources and programmes using possibilities when EP implementing using DLT.

To the EP implementation, additional disk space was purchased in the university data center, the LMS Moodle distance learning module was updated, virtual rooms for teachers Microsoft Teams, Mirapolis Virtual Room were opened. For the teachers' convenience of, the Webinar web conferencing platform was purchased.

Over the past year, a large-scale equipment purchase (interactive panels, computer labs, multimedia lecture screens, server equipment) was done at the University. Two video recording studios for the video content and online courses preparation have been organized at the University (they provide teacher video lectures recording and the broadcasting possibility in a synchronous and asynchronous training format).

The recording of the educational process is carried out in the automated information system Cassiopeia by transferring grades from the lists (in the

remote format; electronic lists are submitted to the directorate through the personal account of the employee and the student). Data on the progress of students are constantly updated after the students eliminate their backlog. Students have the opportunity to settle their backlog by request to the employee of the directorate through their personal account.

Distance learning is used to individualize learning, taking into account the abilities of students. The assessment of achievements in each discipline / module is carried out in the progress log on the LMS Moodle platform.

The upgrade training programme "Electronic informational and educational environment" (duration 72 h.) was developed and has been used at the university. It helps teachers adapt quickly to work with students using all necessary components of the environment.

When implementing the educational process in a remote format, teachers are motivated by high ranking points as it impacts the performance indicators of the effective contract.

Also, a course on working with the LMS "Moodle" educational and methodological portal has been developed for teachers, which allows them to form the necessary digital competencies for working with students in a mixed format.

To motivate teachers to engage in e-learning and the use of distance learning technologies, high ranking points are awarded for this type of work.

Achievements:

The University has developed a roadmap for digitalization and development of online courses.

Virtual rooms of teachers of Microsoft Teams, Mirapolis Virtual Room are set up. The Webinar platform for web conferences has been purchased.

There is a training module in the LMS "Moodle" educational and methodological portal for first-year students who are just beginning to master the content of the studied disciplines in a mixed format.

The online courses "Digital technologies in agriculture", "Agroecology", which are used in the educational process, have been developed, published, reviewed and placed in the SIS "Modern Digital Educational Environment" at the University on the STEPIC online platform.

Recommendations:

In order to improve computer literacy and effective work in the electronic information educational environment of the University, it is recommended that professional development should be conducted not only for the teaching staff, but also for researchers and support staff.

For successful competition of the University graduates in the labour market and the formation of an individual learning path, it is recommended that in the curricula of the cluster's educational programs the number of elective subjects for the study of modern specialized computer programs necessary for professional activity should be expanded.

4 RECOMMENDATIONS ON ENHANCEMENT

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:

1. The University should describe the mechanism of involving employers in the design, update and agreement of the quality assurance policy in order to update the mission, goals and objectives of the University aimed at development of professional and international ties.
2. The University should organize foresight meetings with leading employers in the agroindustrial complex in order to discuss professional competences of graduates and indicators of their achievements against the requirements of the modern labour market and professional standards (forester, engineer on forest exploitation, agronomist, agrochemist-soil scientist; expert in landscape gardening, etc.).
3. The University should define the mechanism of employers' involvement in the design and approval of the following documents: «Regulations on the main professional educational programme of higher education of the Federal State Budgetary Educational Institution of Higher Education «Russian State Agrarian University - Moscow Timiryazev Agricultural Academy», «Regulations on the development and requirements to the structure, content and design of the programme of practical training» in order to take into account the demands and requirements of the modern labour market and industry to the content of the educational programmes.
4. The University should receive external reviews from employers of the working programmes of elective disciplines and professional disciplines.
5. The University should introduce the subject «Foreign Language for Professional Communication» when updating the programme.
6. The graduates and senior students should pass a professional (certification) exam as a form of independent evaluation of qualification.
7. Academic mobility of students should be enhanced in terms of cooperation with foreign agrarian HEIs and various world companies, for example, KWS, DAAD, Bayer, etc.
8. The students should be informed about the opportunity to receive Diploma Supplement and about recognition of a document on education in the country and abroad.
9. Diploma Supplement should be given on a compulsory basis (not upon request) in order to enhance recognition of the University in Europe.
10. As part of research work, it is recommended to plan research within the framework of contractual relations with leading agricultural producers and employers of the Moscow region and other regions of the Russian Federation.
11. For effective internationalization of the educational programme, it is recommended to attract teachers from other countries, as well as to expand the range of employers at both the federal and international levels, including non-profit organizations, to better meet the needs of potential customers of the programmes of the cluster under accreditation.
12. In order to develop academic mobility and increase the number of international projects, it is recommended to organize advanced training (retraining) courses for the teaching staff in a foreign language, in order to increase the proportion of teachers who are fluent in foreign languages.

13. It is recommended to develop a system of financial incentives for the teaching staff for teaching professional cycle disciplines in a foreign language.

14. On the website of the scientific library of the University, it is recommended to provide links to the list of resources of the information and telecommunications network "Internet" and professional databases specified in the work programs of specialized disciplines as necessary for the development of the discipline. For example: State Register of breeding achievements approved for use (reestr.gossortrf.ru); State Catalog of pesticides and agrochemicals approved for use in the territory of the Russian Federation, etc.

15. In order to expand the geography of work placement and research into various soil and climatic conditions, it is recommended to conclude agreements on mutual strategic cooperation and practical training of students with large employers in the field of agriculture, represented in various regions of the Russian Federation. For example, Prodimex, Cherkizovo, Miratorg, EkoNiva and others.

16. On the website of the university, in the section "Applicant", it is recommended to highlight in more detail the possibilities of admission of applicants in the programme "Integrated Development of Rural Areas" by subsidizing farms.

17. In the English version of the official website of the University, it is recommended to provide more information about the implemented educational programmes of the Agronomy cluster.

18. It is recommended to analyze similar educational programmes implemented in leading agricultural foreign universities and Russian agricultural universities in order to identify and implement the best practices in the field of education and employment of graduates.

19. The discussing and analyzing the effectiveness of corrective measures based on the results of external examination procedures is recommended to be included in the work plans of the departments and the work plans of the Academic Council, and to address them on a regular basis.

20. In order to improve the status of the University and increase the prestige of agricultural education, it is recommended that the K. A. Timiryazev Russian State Agrarian University should take part in the world rankings, such as GreenMetric, ARES, International Recognition, etc.

21. In order to improve computer literacy and effective work in the electronic information educational environment of the University, it is recommended that professional development should be conducted not only for the teaching staff, but also for researchers and support staff.

22. For successful competition of the University graduates in the labour market and the formation of an individual learning path, it is recommended that in the curricula of the cluster's educational programs the number of elective subjects for the study of modern specialized computer programs necessary for professional activity should be expanded.

5 CONCLUSION

Based on the self-evaluation report analysis, documents and data submitted the External Review Panel has come to the conclusion that the cluster of educational programmes in «Forestry» (35.03.01, 35.04.01), «Agrochemistry and Argicultural Soil Science» (35.03.03, 35.04.03), «Agronomy» (35.03.04, 35.04.04), «Horticulture» (35.03.05, 35.04.05), «Landscape Architecture» (35.03.10), «Landscape Architecture» (35.04.09) **fully** complies with the accreditation standards and criteria of the National Centre for Public Accreditation.

The Panel recommends that the National Accreditation Board accredit the cluster of educational programmes in «Forestry» (35.03.01, 35.04.01), «Agrochemistry and Argicultural Soil Science» (35.03.03, 35.04.03), «Агрономия» (35.03.04, 35.04.04), «Horticulture» (35.03.05, 35.04.05), «Landscape Architecture» (35.03.10), «Landscape Architecture» (35.04.09) delivered by Russian State Agrarian University - Moscow Timiryazev Agricultural Academy for the period of **six years.**

ANNEX A

THE SCALE OF ASSESSMENT PARAMETERS OF A STUDY PROGRAMME

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