

Approved by

Chairman of the Advisory Council

 V. Shadrikov  
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**REPORT**  
**on the results of the external evaluation of the educational program**  
**Theoretical and Applied Linguistics**  
**Master Degree**  
**Russian-Tajik (Slavonic) University (RTSU)**

Experts: V. Mityaguina  
I. Tupitsyna  
Yu.Klinkova

Manager: E. Fedulova

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## **SUMMARY OF THE PROGRAM**

The Theoretical and Applied Linguistics Master program is implemented by the Chair of Theoretical and Applied Linguistics. The program represents a system of documents developed and approved by the university in accordance with the requirements of the labor market and based on the Federal State Educational Standard for Higher Education in the respective field of study (FSES HE).

Qualification (degree): Master degree, full-time education; program duration: – 2 years.

Head of program: Doctor of Philological Sciences, Professor D. Iskandarova.

An online visit as part of the external evaluation of the program was conducted by AKKORK experts in the period from October 20 to October 21, 2020.

### ***Strengths of the program***

During interviews, students, graduates and Teaching staff of the Master program expressed overall satisfaction with their work and studies at the Faculty of Foreign Languages, which implements the Linguistics program; the Faculty has substantial material and technical resources, including a modern laboratory for simultaneous translation; has established close ties with employers, created favorable conditions for further continuation of study in the field of Linguistic education (postgraduate studied). There's only one university program of this specialty in Dushanbe, which makes it unique and attractive. Many students of the Master's program combine studies with work in their field of study, thus acquiring professional experience (85%); a considerable percentage of graduates were employed following internship at enterprises and organizations (80%); the quality of training in the program under analysis is proven by the absence of complaints on graduates; the share of graduates reporting complete or general satisfaction with the learning outcomes is 100%; a large proportion of graduation theses are applied in practical activities of enterprises and organizations (44,4%).

### ***Weaknesses of the program***

The online visit, interviews, self-evaluation report, and direct assessment of competencies revealed an absence of workshops in the structure and content of the program; absence of programs of further professional education; the program's objectives being inconsistent with the needs of the labor market, as evidenced by the employer survey (only 25% of the employers believe that the objectives of the program are substantially compliant with the needs of the labor market).

### ***Main Recommendations***

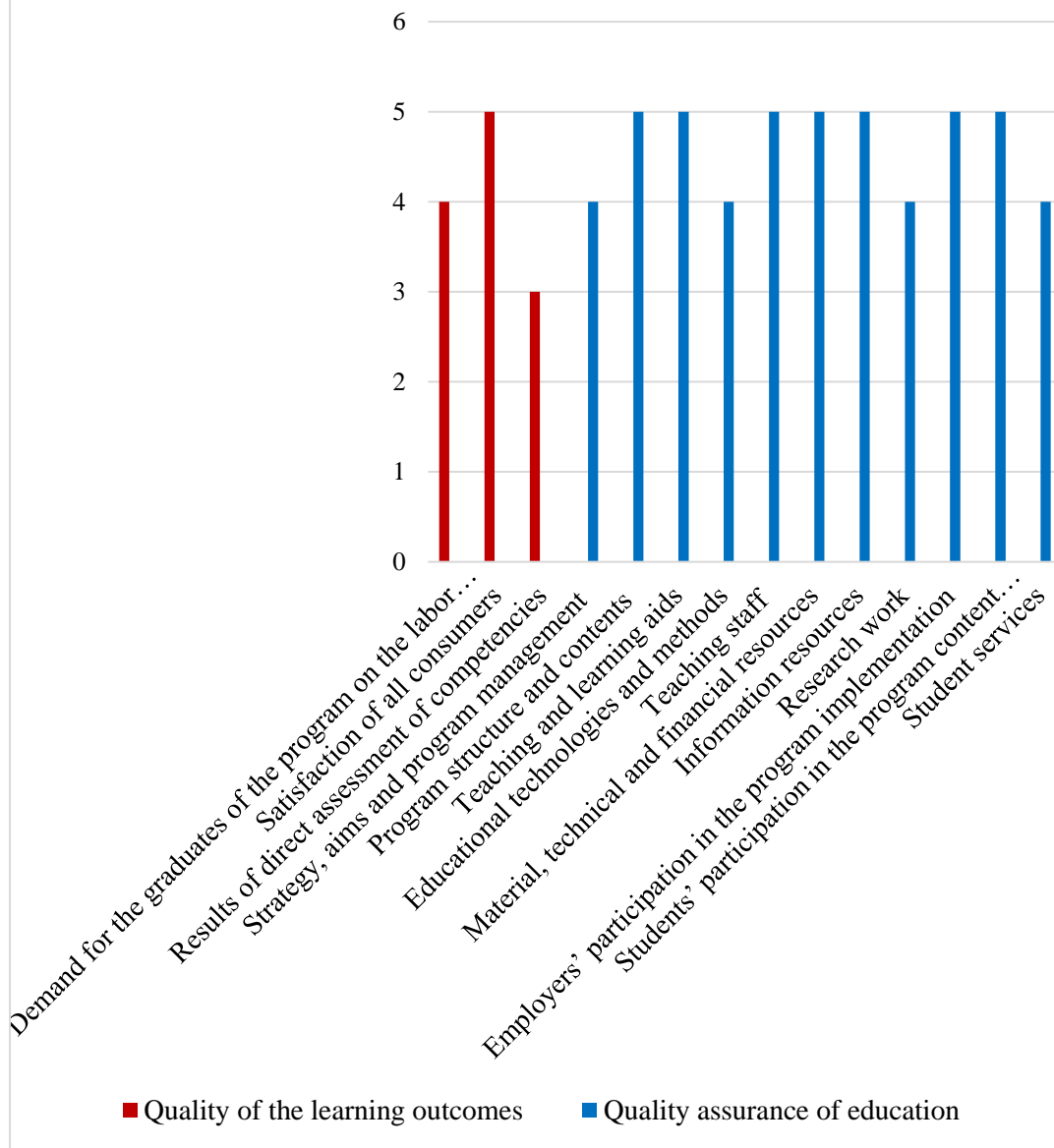
It is advised to encourage student of the Master's program to launch their own start-ups in their field of study or related fields; to incorporate workshops directly into

the structure and content of the program; to develop and implement programs for further professional education; to adapt the program's objectives to the needs of the labor market, taking into account the opinion of employers and analysis of demand in the labor market in the respective industry.

***Assessment profile of the learning outcomes and education quality assurance***

№	Criterion		Assessment
<i>I</i>	<i>Quality of the learning outcomes</i>		
	1.	Demand for the graduates of the program on the labor market	<i>good</i>
	2.	Satisfaction of all consumers	<i>excellent</i>
	3.	Results of direct assessment of competencies	<i>satisfactory</i>
<i>II</i>	<i>Quality assurance of education</i>		
	1.	Strategy, aims and program management	<i>good</i>
	2.	Program structure and contents	<i>excellent</i>
	3.	Teaching and learning aids	<i>excellent</i>
	4.	Educational technologies and methods	<i>good</i>
	5.	Teaching staff	<i>excellent</i>
	6.	Material, technical and financial resources	<i>excellent</i>
	7.	Information resources	<i>excellent</i>
	8.	Research work	<i>good</i>
	9.	Employers' participation in the program implementation	<i>excellent</i>
	10.	Students' participation in the program content determination	<i>excellent</i>
11.	Student services	<i>good</i>	

## Assessment profile of the learning outcomes and education quality assurance



## QUALITY OF THE LEARNING OUTCOMES

### *1. Demand for the graduates of the program on the federal and regional labor market*

*Criterion assessment: good*

#### *Analysis of program's role and place*

In present-day conditions Republic of Tajikistan shows high demand for professionals who are fluent in the Russian language, which is an instrument for professional activity. The International Educational Institution for Higher Education RTSU is currently the only higher educational institution in the Republic of Tajikistan that provides training in this field in accordance with the Federal State Educational Standard in the official language of the Russian Federation.

The strategic priority of the program is to prepare highly sought-after, competitive professionals in Linguistics (Master's level), specializing in Theoretical and Applied Linguistics, with well-developed general and professional competencies, open to the prospect of enriching their creative potential, capable of continuing one's education (in particular by self-education), navigate the labor market and successfully build one's professional career in conditions of development of the regions of Russia, regions of the Republic of Tajikistan, certain industries, and individual enterprises.

The areas of professional activity for graduates in the Master degree program are as follows: linguistic education, intercultural communication, linguistics and new information technologies.

Objects: foreign languages and cultures of the countries of the respective languages, theory of intercultural communication, theoretical and applied linguistics.

Types of professional activities: informational and linguistic, research, scientific and methodological.

The professional competencies developed by the graduates of this program enable the graduates to find fulfillment in the field of applied linguistics that is unparalleled in the RT because the RTSU is the only higher educational institution across the country that has a Chair for Theoretical and Applied Linguistics.

The self-evaluation data was confirmed during the online visit (inerviews with graduates and employers as well as working students of the program). It should be noted that:

- for 25% of employers, the program's objectives are substantially compliant with the requirements of the labor market
- 87.5% of the teachers clearly state the program's objectives
- 56% of graduates are employed in their field of study
- 75% continue training in their field of study
- 100% were able to get a job within three months after graduation
- 100% of syllabi have been approved by employers.

Thus, it is safe to state that the majority of the graduates fully and mostly meet the requirements for modern specialists in the industry.

The Master's degree program in the field of Theoretical and Applied Linguistics is offered exclusively and at a high level by the Russian-Tajik (Slavonic) University.

### ***Analysis of information indicators submitted by the higher education institution***

- The percentage of students who combine higher education with work in their field of study is 85%.
- The percentage of graduates who were employed in the field of study within one year after graduating from the program (profession obtained as a result of training in the program) is 56%.
  - The percentage of graduates employed at the request of enterprises is 80%.
  - The percentage of students studying at the request of employers, for example, under tripartite (target) agreements is 0%.
  - The percentage of graduates working in their field of study in the respective region is 56%.
    - The percentage of complaints on graduates is 0%.
    - The percentage of positive feedback from organizations on the performance of graduates is 100% (based on the results of the employer survey).

Graduates distribution data was provided according to the results of self-evaluation conducted by the educational institution. The data provided by the educational institution was verified during the study of relevant documents.

## **2. *Satisfaction of consumers with the learning outcomes***

### ***Criterion assessment: excellent***

The employer survey showed the following level of development of graduate competencies in the program:

(PC-36)

60% - are substantially compliant with the requirements for modern professionals in the industry;

40% - generally meet modern requirements for professionals in this industry with minor deficiencies;

(PC-40), (PC-42), (PC-32)

80% - are substantially compliant with the requirements for modern professionals in the industry;

20% - generally meet modern requirements for professionals in this industry with minor deficiencies;

(PC-33)

20% - are substantially compliant with the requirements for modern professionals in the industry;

80% - generally meet modern requirements for professionals in this industry with minor deficiencies.

66% of graduates are completely satisfied with their learning outcomes;

34% are mostly satisfied.

The percentage of employers who believe that the competencies of graduates of the program:

- are substantially compliant with the requirements for modern professionals in the industry –53%.

- mostly meet modern requirements for professionals in this industry with minor deficiencies –47%.

- there are few graduates whose competencies meet modern requirements for professionals in this industry – 0%.

- do not meet the requirements for professionals in this industry – 0%.

### **3. *Direct assessment of competencies by reviewers***

#### ***Criterion assessment: satisfactory***

The online visit included a direct assessment of competencies of final-year students. Five 2nd year students took part in the direct assessment, which is 71% of the final year course.

During the direct assessment of graduates, evaluation tools prepared by experts were used.

To analyze the development of competencies, the experts selected the following ones:

- Assessment of competencies that describe the student's personal qualities as an integral part of one's professional competence:

- possession of principles of thinking, the ability to analyze and generalize information, setting goals and choosing ways to achieve them, oral and written communication skills (GC-8)

- the ability to understand the social significance of their future profession, high motivation to perform professional activities (GC-16).

To carry out a direct assessment of the competencies developed, experts used the following evaluation tools:

Questions asked:

- What is the role of translation and translators in the modern world?

- What is the most important aspect of translation as an occupation?

- Assessment of professional competencies (core competencies), including competencies that reflect the requirements of the regional and/or federal labor market, depending on the main consumers of program graduates:

- the ability to use the terminology of Philosophy, Theoretical and applied linguistics, Translation studies, Language teaching and the Theory of



- intercultural communication to address professional challenges (GPC-13);
- the ability to see interdisciplinary connections between the subjects (modules) and understand their significance for future professional activities (GPC-16).

To carry out a direct assessment of the competencies developed, experts used the following evaluation tools:

Questions asked:

- What is the object of research in communicative linguistics?
- What is the role of language personality theory for modern linguistics in general and translation theory in particular?

- Assessment of competencies aimed at the development, maintenance and improvement of communications:

- knowledge of the formal, neutral and informal communication registers (GPC-5);
- knowledge of the conventions of speech communication in a foreign language speaking community, the rules and traditions for intercultural and professional communication with native speakers of the language studied (GPC-6).

To carry out a direct assessment of the competencies developed, experts used the following evaluation tools:

Questions asked:

- 1) Could machine translation ever replace human translation?
- 2) How do information and communication technologies help foreign language specialists in their work?
- 3) What are your interests in research?
- 4) Why is corpus linguistics popular nowadays?

Based on the results of a direct assessment of competencies, experts identified the following level of competency formation:

Level	Sufficient level (students coped with 80 % of the proposed tasks)	Acceptable level (percentage of the solved tasks is from 50 to 79 %)	Low level (percentage of the solved tasks is less than or equal to 49 %)
Share of students			
Assessment of competencies that describe the student's personal qualities as an integral part of one's professional competence			
90%	+		
10%		+	

Assessment of competencies aimed at the development, maintenance and improvement of communications			
50%	+		
30%		+	
20%			+
Assessment of professional competencies (core competencies), including competencies that reflect the requirements of the regional and/or federal labor market, depending on the main consumers of program graduates			
50%		+	
30%	+		
20%			+

When assessing the quality of education, experts reviewed 5 Final theses, which was 63 % of last year's Final theses in this field. The experts conclude that the reviewed theses meet the requirements stated below as follows:

#### FINAL THESES

№	Assessment criteria	Reviewers' comments
1.	Topics of GQW correspond to the field of training and the current level of development of science, engineering and (or) technology in the program field.	100% compliant
2.	Tasks and contents of GQWs are aimed at confirmation of formation of competencies of the graduate.	A theses analysis showed 100% compliance in the formation of competencies in the field of Linguistics.
3.	Degree of use of the materials collected or received during the pre-degree internship and course projects in the implementation of independent research parts of the GQW.	100% compliant
4.	The topics of GQW are determined by the requests of industry organizations and the tasks of experimental activities, implemented by the teachers of the HEI.	18 of these topics are determined by the requests of industry organizations..
5.	GQW results find practical application in industry.	44,4% of these results find practical application in industry.
6.	Degree of use of the research results of the Chair's, Faculty's and third-party research and	100% compliant

production and / or research organizations in the implementation of independent research parts of the GQW.	
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### ***Reviewers' recommendations and conclusions***

The demand for graduates of the Linguistics program Theoretical and Applied Linguistics is quite high, since more than a half of the graduates work in their field of study; they have satisfactory knowledge in the field of the foreign languages studied (according to the direct assessment of competencies); 80 % of graduates received job invitations as a result of their internship and were employed at internship locations. The independent assessment showed that students of the Master's program mostly possess professional competencies that allow them to solve problems in their professional activities: 46% - "good", 31% - "excellent".

Graduates of a program in this field of study should have a well-formed scientific erudition in the field of modern Linguistics, fluency in respective terminology and view their professional activity in terms of using national text corpora, online dictionaries and term banks as well as in conducting linguistic examination. The interviews showed that the students are not knowledgeable enough in these fields.

The survey data showed that 66% of graduates were fully satisfied with their learning outcomes. Many graduates of the program continue to work at the RTSU, in particular as teachers at various Chairs of the Faculty of Foreign Languages, which also shows that graduates of the program have a sufficient level of expertise to perform professional activities in the field of Theoretical and Applied Linguistics.

### ***Recommendations***

It is recommended to cooperate with employers to work out a procedure for placing proposals for theses topics, the research results of which could be subsequently applied in the activities of enterprises in the respective industry.

It's advisable to pay attention to including in the program courses studying specific fields of modern Linguistics that will be helpful in the professional training of graduates (terminology, linguistic analysis, corpus linguistics, and text linguistics).

### ***Additional information***

Based on the results of the student survey, the educational organization presented the data, which were verified by reviewers during the online visit. The data provided by the HEI were confirmed by the reviewers.

# QUALITY ASSURANCE OF EDUCATION

## **1. Strategy, aims and program management**

**Criterion assessment: good**

### **Strengths**

During the online visit, interviews with graduates and employers, and while studying the self-evaluation report of the Linguistics Theoretical and Applied Linguistics it was found that RTSU has approved the Regulation on Interaction and Cooperation with Employers and the Regulation on Internal Monitoring of the Quality of Education, which envisage the program's updating in accordance with changing labor market conditions; the quality of the program is controlled during professional accreditation held once every five years (the last accreditation took place in 2016).

### **Recommendations**

Since the employer survey showed that only 25% of the employers believe that the objectives of the program are substantially compliant with the needs of the labor market, it is recommended to further adapt the educational program to the needs of the labor market based on the opinion of employers and to study the labor market demand in the respective industry.

## **2. Program structure and contents**

**Criterion assessment: excellent**

### **Strengths**

The competency model of the program's graduate, a specialist in Linguistics, Theoretical and Applied Linguistics, Tajik, Russian and other foreign languages, has been recognized by the State, the regional labor market, social partners, and students. To ensure the quality of the program, Evaluation tools Fund and FSE syllabi, the opinion of various stakeholders is taken into account; questions for the FSE and evaluation criteria allow to assess the extent to which the stated competencies have been developed; employers involved in the development and approval of the program, disciplines' syllabi, and practices, prepare students' profiles at the end of their internships and participate in the FSE. A fairly high percentage of theses of students in the Master's degree program have been applied in practice by organizations, namely 44.4% over the past three years.

The structure of the program does not include any workshops; however, experts in the respective field hold them 3 times per academic year.

The topics of the workshops are as follows:

1. "Effective organization of research for students of the Master's program".
2. "The acquisition of professional expertise during work experience internship:

Document scanning. Text recognition system and conversion to a text document."  
89% of disciplines' syllabi have been approved by employers.

### ***Recommendations***

It is recommended to develop theses that could be used by small and medium-sized businesses; to encourage students to launch their own start-ups in the field of study or in related fields; include workshops in the program structure and content; ensure further development of the electronic information and educational environment.

### ***Additional information***

The competencies declared by the educational institution take into account the regional demand for professionals of the respective level (fluency in Russian, Tajik and several foreign languages, as well as studying specialized Russia- or Tajikistan-oriented subjects).

For example, subjects such as Field Linguistics, Corpus Linguistics, Comparative Historical Linguistics, Typological and Comparative Linguistics, Ethnolinguistics, Sociolinguistics, etc.

### **3. *Teaching and learning aids.***

***Criterion assessment: excellent***

#### ***Strengths***

The development of all TLA involves Teaching staff of the Chair as well as employers. 44% of the TLA have been approved by the key representatives of the labor market and the external scientific community.

Employers take part in the preparation of syllabi, practice syllabi, guidelines for seminars, practical classes, and materials for independent work.

Ties with the industry are represented by the fact that 25,1% of TLA are developed on the basis of real cases, and 15% are provided by employers. The TLA are publicly available.

Practical trainings are developed in accordance with the Federal State Educational Standard:

- Work placement – Teaching practice – PC-28, 40 – tasks correspond to the competencies;
- Work placement – Pre-degree practice – PC-36, 37, 39– tasks correspond to the competencies;
- Practice for obtaining professional skills and experience in professional activity (research practice) – PC- 32, 33, 36, 37 – tasks correspond to the competencies;
- Research work– PC -32, 33, 36, 37, 42– tasks correspond to the competencies.

The subject of 100% of the theses is relevant to the program's field of study. 100% of the graduates have positive ratings; those who did not cope with the studies were expelled before the State certification.

### ***Recommendations***

- Develop the project "Improvement of the electronic information and educational environment in order to improve the quality of education and develop professional competencies of RTSU graduates", which provides for the development of electronic modules in disciplines for organizing multimedia online and offline training.
- Make the implementation of e-learning at the program level part of the higher educational institution's strategy.

### ***Additional information***

The Khujand and Kulyab State Universities and other higher educational institutions of the Republic of Tajikistan use the developed by this Chair TLM for training their students of Master's programs as well as postgraduate students.

## **4. *Educational technologies and methods.***

### ***Criterion assessment: good***

#### ***Strengths***

The educational technologies used as well as methods of preparing and conducting the main types of training sessions, enable the mastering of training courses and contribute to the achievement of the stated objectives of the program. The use of educational technologies and techniques is regulated by internal standards.

Currently, reviewers can state full-scale implementation of the following types of educational technologies at the university: integrated learning technologies and face-to-face technologies. And the priority of the university is the development and subsequent implementation of distance learning technologies that are in high demand given the current situation.

Active (interactive) forms of classes such as role-playing and business games, seminars, lectures, presentations, trainings, etc are used in the educational process. Due to the involvement of such a variety of technologies and techniques, it is possible to fully cover the content of training courses and develop stated competencies.

The technologies and methods used in the educational process are reflected in the disciplines' syllabi.

The results of mastering each discipline should be considered in conjunction with others, because they are all aimed at achieving a single goal, namely the

development of the necessary competencies. The technologies and techniques used in the educational process are accompanied by a variety of TLA.

When developing the TLA, the opinion of both employers and students is taken into account, as evidenced by the interview data.

The university's Teaching staff is constantly improving the TLA used in the educational process. The adjustment process is monitored by the management through the Teaching and Learning Department.

### ***Recommendations***

Interactive technologies (trainings, business games, etc.) are not widely used in the educational process, and the Electronic Information and Educational Environment is not used to the extent to which it is widely used at Russian universities. The program implemented under the RF FSES needs to expand the opportunities of multimedia online and offline learning, so the project "Improvement of the electronic information and educational environment in order to improve the quality of education and develop professional competencies of RTSU graduates", which includes the development of electronic modules in the disciplines to organize multimedia online and offline learning, as well as the implementation of e-learning at the program level, deserves all the support.

## **5. Teaching staff**

***Criterion assessment: excellent***

### ***Strengths***

The staffing of the Chair is made in accordance with the Regulations on the Procedure for Recruiting Academic and Pedagogical Workers in Higher Educational Institutions of the Russian Federation under an employment contract with preliminary competitive selection.

The educational process involves personnel whose qualifications allow for implementing the educational process using approved educational technologies and methods. Only teachers who have passed competitive selection are involved in the educational process. 100% of the program's Teaching staff members have academic degrees and are regularly certified. The competitive selection of Teaching staff takes into account the results of scientific, Teaching and Learning, organizational-methodical, and innovative activities and training of the Teaching staff in accordance with the requirements of the university.

### ***Recommendations***

Over the past three years, not all the Teaching staff have completed advanced training or internships on the use of approved technologies and techniques.

5 teachers out of 13 have certificates of further training. 42% of the program's staff have further training certificates. Only 62.5% of Teaching staff are fully satisfied with the motivation system at the educational institution.

It is necessary to create appropriate conditions for professional development of all Teaching staff members.

## **6. *Material, technical and financial resources of the program***

***Criterion assessment: excellent***

### ***Strengths***

To ensure effective and efficient organization of the training process, the operational department of the HEI has 12 buildings and facilities, including dormitories and public catering places. The total area of the facilities used is 34231 m<sup>2</sup>. The total number of personal computers is 943, with specialized licensed software installed on them. The university has an electronic library. The library stock consists of over 119,896 titles.

69.5% of the classrooms, including the Chair's premises, are equipped with resources that ensure the availability of information necessary for the effective activities of the educational process participants. There is a language lab (No. 111), a simultaneous translation room (No. 212) at the Faculty of Foreign Languages, and the RTSU Center for the Development of Professional Competencies. 95% of the teachers are satisfied with the quality of classrooms, laboratories, Chairs, the library's stock and reading hall.

### ***Recommendations***

The use of well-equipped classrooms is not possible without good ICT capabilities of the university, which create opportunities for the DL system, e-learning, etc.; these need to be developed.

## **7. *Information resources***

***Criterion assessment: excellent***

### ***Strengths***

The university has an electronic educational environment at [www.rtsu.tj/ru](http://www.rtsu.tj/ru) <https://eiosrtsu.ru/>

The students and Teaching staff of the university have access to the curricula, syllabi of disciplines (modules), practices, titles in electronic library systems and electronic educational resources that are referenced in the syllabi; the timetable and the course of the educational process, the results of interim control and the learning



outcomes of the program; the university uses kreuch to support its credit-rating system. This system contains all basic information on full-time education such as the number of students, information about scores, test assignments for the final examination, transcripts, cumulative and summary statements for academic groups by subjects. Data is to be entered into the system directly by teachers (in terms of points); all other information is generated by employees of the RTSU Center for Information Technologies and Distance Learning with the participation of Teaching staff.

The project "Improvement of the electronic information and educational environment in order to improve the quality of education and develop professional competencies of RTSU graduates" also included the development by the Teaching staff of online courses in certain subjects that are available on the RTSU educational portal at <http://rtsu.inoo-omsu.ru>.

Students and teachers of the university have access to the following scientific information resources:

- Russian electronic library systems like Lan ELS and Urait ELS;
- access to foreign electronic resources of the Springer Nature publishing house in accordance with the official notification letter of the Russian Foundation for Fundamental Research (RFFR) No. 628/1 dated 24.05.2018 on granting licensed access to the content of the Springer Nature publishing house databases in 2018 on the terms of a national subscription. The possibility of granting the University access to full-text scientific resources of foreign publishers Springer Nature and Elsevier in 2020 is being discussed.

### ***Recommendations***

It is advisable to optimize the ICT capabilities of the university, to create opportunities for the DL and e-learning system, without which the use of well-equipped classrooms is not possible.

## **8. *Research work***

***Criterion assessment: good***

### ***Strengths***

The organization of research work of teachers in the program uses the following integral approach:

- 1) research work which implies creating new theoretical approaches, achieving results in the areas of obtaining new knowledge and their application (fundamental and applied research);
- 2) research and methodological work, which implies developing new methodological approaches and techniques and creating new learning materials based on them;
- 3) Teaching and Learning work, which involves the introduction of T&L developments into the educational process.

Teachers of the Chair can therefore perform Chair-based work on university-wide (all-faculty) and the Chair's research topics based on the list of research topics approved by the Academic Council of the University.

In accordance with the declared top priority and the annual research plan for 2019, the Teaching staff of the Chair of Theoretical and Applied Linguistics published 27 papers in 2019, including 1 textbook, 25 articles, and 1 monograph.

The high quality of the organization of research work of students (R&D) should be noted, which is one of the important components of training of highly qualified professionals. During the past year, students of the university have taken part in scientific events of various kinds at the University and abroad: conferences, symposiums, round tables, seminars, forums, Olympiads, competitions, and expeditions.

Students of the Master's program deliver presentations at conferences and round table discussions, publishing at least 3 articles on the subject of their theses. All theses by students of the Master's program are relevant to the Chair's research topics. Besides, students of the Master's program are engaged in the preparation of collections of texts for inclusion in the National Unit of the Tajik language (a project implemented by the Teaching staff of the Chair) as part of their work placement.

A total of 25 research articles were published in 2019, including 8 articles in the Scopus and Web of Science databases.

The results of the research are used by teachers in the development and publication of lecture courses and practical materials for their subjects, when writing the scientific and educational literature, in preparation for practical classes and by students when writing course papers, Graduate Qualification works and Master theses.

### ***Рекомендации:***

Neither patents nor certificates of compliance of research results with Russian and international quality standards have been obtained over the past three years. It is recommended to step up work in this direction.

### ***Additional information***

The Chair of Theoretical and Applied Linguistics is implementing the Parallel Russian-Tajik Unit Based on the National Unit of the Tajik Language project. The Interdisciplinary Applied Research laboratory has been established. At such laboratories, scientists have the opportunity to get engaged in scientific work in the field of up-to-date applied linguistic research in order to create favorable conditions for the scientific growth of young scientists, i.e. to create a kind of "linguistic incubator" (scientific incubator) and promote domestic science for text digitalization, recognition, and unification in terms of format.

## ***9. Employer participation in the program implementation***

***Criterion assessment: excellent***

### ***Strengths***

The strengths of the program under analysis include the active participation of employers in the training of students and their further employment: participation in the development of the program, subject syllabi, practices syllabi, analysis and assessment of evaluation tools, participation in the FSE as reviewers and supervising of theses (for example, Head of the Chair of Linguistics of the Moscow State University branch in Dushanbe, S. Sabirova was invited as an external reviewer), conducting workshops (in 2018 and 2019, workshops with focus on practical training and professional skill development were held with the participation of Professor Z. Mukhtarova, Doctor of Philological Sciences, Academy of Public Administration under the President of Tajikistan), participation in Chair meetings, independent assessment of the competencies of students and graduates. The RTSU has approved the Regulation on Interaction and Cooperation with employers. Levels of competencies formation in the framework of the approved professional competencies according to the Federal State Educational Standard for Higher Education specializing in Theoretical and Applied Linguistics have been developed in cooperation with employers. Among the leading employers and social partners are the Soros Foundation, the Russkiy Mir Foundation, the world Bank in Tajikistan, the Academy of Public Administration under the President of Tajikistan, The Yodgir Professional Educational Center, the Department of Linguistics of the Moscow State University Branch in Dushanbe, etc.

### ***Recommendations***

Using the substantial resources of the Faculty of Foreign Languages (technical, HR, scientific, T&L) to expand the scope of further professional education.

The above allows reviewers to conclude that the current practice of involving employers in the process of updating and implementing the program as well as the management processes involving interaction with employers allow students to achieve the stated learning outcomes while enabling the management to adapt the program to changing conditions in the labor market. The experts recommend further improving the aspect of further professional education.

### ***10. Students' participation in the program content determination*** ***Criterion assessment: excellent***

#### ***Strengths***

Students have the right to choose subjects within the workload allocated for elective courses.

Students regularly take part in intra-university surveys conducted by the Department for Monitoring Educational Activities of the T&L Department. To take students' opinions into account when evaluating the quality of classes, an annual survey is conducted to rate teachers. The student survey and interviewing during the online

visit showed that the opinion of students is taken into account when evaluating the conditions created for independent work (65,5% are satisfied) and when updating the TLA (58,5% believe that it is taken into account). The vast majority of students assess the quality of education positively (83,5% - “excellent”). 100% of students believe that conducting research improves the quality of education.

In order to encourage students to participate in the management of the university, various incentive measures are applied (additional points, certificates of appreciation, monetary rewards for active participation in community life, prizes in Olympiads, projects, grants, sports competitions, scientific conferences, etc.).

The results of the independent assessment of students' participation in workshops, seminars and trainings held by representatives of the business community and employers are discussed at Chair meetings. Based on the results of workshops held at the higher educational institution, changes are made at the discretion of teachers to the content of the theoretical and practical part of the disciplines related to the respective workshops. For example, the research program for students of the Master's program was revised following a discussion of the results of the workshop held this year at the Chair meeting.

If there are any difficulties or complaints, students are to send a written request to the Rector of RTSU explaining the nature of the conflict. The complaint processing procedure itself is implemented according to the Chair-Dean's Office-Vice-Rector-Rector scheme, and in most cases conflicts are resolved at the level of the Head of the Chair or the Dean of the Faculty.

***Recommendations: none***

***Additional information***

Based on the analysis of the data provided, the experts conclude that the existing practices of students' participation in the evaluation of the quality of the program, determination of its content, and consideration of the students' opinions in its implementation are effective.

***11. Student services at the program level***

***Criterion assessment: good***

***Strengths***

The RTSU Department of Education and Youth Policy carries out diverse activities in order to increase the spiritual, moral, cultural, aesthetic, intellectual, and physical potential of students. Functioning since January 2016, the Youth Resource Center is an extensive system that integrates diverse student associations, implementing the concept of student self-government development, which is one of the priorities among the current goals, including the formation of personal and social competencies in students, as well as ensuring rich student leisure and recreation. The university has 18

permanent creative clubs and studios (the Art Club, the Craft Club, the Prometheus Literary Club, etc.).

Cultural and sports events for students in the program and across the university are held in accordance with the RTSU educational work plan approved for the academic year by the Academic Council. Events are held at least 10 times a year. Due to the multinational nature of its population, the higher educational institution strives to take into account the characteristics of the university and the cultures and traditions studied when conducting such events.

The university has an electronic library hall, where students have access to online learning resources, web-based information resources for preparing for classes, as well as the ability to scan the necessary materials and download information. Students are provided with social and psychological support according to situational realities by employees of the Department of Education and Youth Policy, the Council of Women and Girls, and other initiative associations.

Employees of the respective departments help students to execute and receive the necessary documents issued by the university: certificates confirming training, authorization notes, test and examination sheets, etc.

At the level of program implementation, there are following mechanisms of financial support for students:

- trips to sports and recreation camps;
- monetary awards and financial assistance;
- travel privilege on railway, air, river and road transport;
- targeted payments to orphan students;
- targeted payments to students with disabilities and low-income students.

A student is given the opportunity to get a discount on tuition fees if he/she combines studies with work in the educational institution, as well as transfer from paid to state-funded training if he/she demonstrates excellent results in studies, research and activity in the educational institution's community life.

The RTSU provides students with the opportunity to take additional courses and programs, such as internships abroad.

Acting as the internal staffing agency at the premises of the Economic Faculty there is a Centre for Innovation Business and Recruiting.

### ***Recommendations***

Attention should be paid to the increase of the financing of active recreation, physical training, to ensuring decent social and residential conditions, etc., meals at preferential prices and health resort treatment for students.

### ***Additional information***

During the online visit, the experts were provided with documents confirming the students' attendance of additional courses and programs. The percentage of students enrolled in the program who attend various additional courses and programs is 10%.

Having analyzed the data provided, experts concludes that there are a large number of student services at the educational institution that enable a comfortable learning environment, meeting the emerging needs of students and creating opportunities for personal development.

## Curriculum Vitae of Experts

Name: Vera Mityaguina

Employer, position	Federal State Autonomous Educational Institution for Higher Education Volgograd State University, Head of Chair of Theory and Practice of Translation
Academic degree, Academic title	Doctor of Philological Science, Professor
Honors	RF Honored Worker of Higher Professional Education
Education	higher
Professional achievements	More than 200 scientific and educational works published in Russia and abroad; expert of the Russian National Science Foundation and the Russian Foundation for Basic Research, expert of the Federal Textbook project, Head of the DAAD program in Partnership of German Studies Institutes in Russia (2013 till present), Head of the Volgograd branch of the Union of Translators of Russia, member of 2 Dissertation Councils.
Research interests	Language theory, Communication theory, Translation theory, methodology and didactics, Discursive linguistics
Practical experience in the field of the program under review	Head of Linguistics program since 2011 (included in the list of the Best Programs of Innovative Russia); Head of the Chair of Theory and Practice of Translation since 2005, total research and teaching experience: 35 years.

Name: Irina Tupitsyna

Employer, position	Awatera Translation Academy, developer and leader of translation training courses.
Academic degree, Academic title	Doctor of Philological Science, Professor
Honors	RF Honored Worker of Higher Professional Education
Education	higher
Professional achievements	More than 140 scientific and educational works published in Russia and abroad.
Research interests	Speech communication, Cross-cultural communication, Culture and Psychology of business communication, Public speaking, Theory and Practice of translation, English for business communication and special purposes.
Practical experience in the field of the program under review	18 years

Name: Yulia Klinkova (student)

Employer, position	Federal State Autonomous Educational Institution for Higher Education Volgograd State University, student specializing in Linguistics, field of study: Theory and Practice of Interpreting and Translation
Academic degree, Academic title	No
Honors	No
Education	higher, Bachelor degree, Linguistics, field of study: Translation and Translation Studies
Professional achievements	Bachelor's degree in Linguistics, magna cum laude
Research interests	Linguistics, Translation studies
Practical experience in the field of the program under review	interpreting during a tour within the framework of the International seminar "Transformation of the European Security System: Risks and Opportunities" and at the International Forum "Volgograd Dialogue"; interpretation and translation at Volgograd Ceramic Plant and the State Budgetary Institution Old Sarepta Historical, Ethnographic and Architectural Museum.