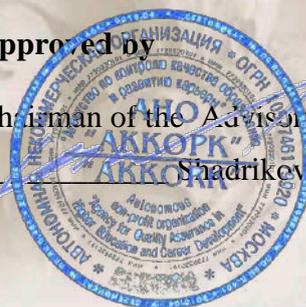


Approved by

Chairman of the Advisory Council  
Shadrikey, V.D.



**REPORT**  
**on the results of a higher education main professional programme review**  
**"LIBERAL ARTS AND SCIENCES"**  
**at the State Budgetary Educational Institution of the Higher Education**  
**"SAINT-PETERSBURG STATE UNIVERSITY"**

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Moscow – 2017

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## REPORT ON THE RESULTS OF A HIGHER EDUCATION MAIN PROFESSIONAL PROGRAMME REVIEW

The main educational programme "Liberal Arts and Sciences" is implemented within 50.03.01 "Arts and Humanities" field of study mainly by professors of "Liberal Arts and Sciences" Faculty and leads to the award of the bachelor qualification. SPSU has the right to develop its own educational standards. In accordance with this law, the programme management has developed an independently approved educational standard on the basis of the relevant Federal State Educational Standard (FSES). This standard determines the features of the curriculum and the construction of the learning process on the programme. The programme is managed by the Dean of the faculty of "Liberal Arts and Sciences".

An independent external assessment of the educational programme has been conducted by AKKORK reviewers on the January 17-18th, 2017.

### **1. CURRENT STATUS AND TRENDS OF DEVELOPMENT OF THE REGIONAL MARKET OF EDUCATIONAL SERVICES IN THIS FIELD OF STUDY**

#### *Analysis of the role and place of the programme*

- The region's need for graduates of this field is determined by several factors. First, the bachelor's programme "Liberal Arts and Sciences" assumes a significant emphasis on such universal competencies as critical thinking, communication skills, ability to work with complex texts of various types. A distinctive feature of the graduates of the programme is also a wide and diverse horizon, mainly in the field of humanities and social sciences. Secondly, the curriculum of the educational programme assumes the profiling of the education at the senior courses. At the same time, profiles, unlike the situation typical for most Russian universities, are not clarifications of a common professional area for all students here, but they offer education for various professional trajectories. All this forms the ability of graduates to quickly adapt to the changing conditions of the labour market and find their use in professional niches requiring non-standard solutions and flexible, creative approach. Among graduates of the faculty of the educational programme "Liberal Arts and Sciences" there are people engaged in research work, as well as musicians, journalists, employees of commercial organizations. The educational programme obviously has its own niche in the local labour market, the scope of which are determined not so much by the direction of education, as by the quality of education at the faculty and by the uniqueness of the combination of knowledge and skills among graduates.

- To implement this approach to education, there are special conditions in St. Petersburg due to the fact that a large city has a complex and voluminous labour market, and there are opportunities for employment of specialists with such - atypical - training. The need for graduates of this field of study is also in other regions. Some graduates also work in Moscow or find employment in the international labour market.

- According to self-assessment data confirmed during the reviewers' visit, in addition to the SPSU main educational programme "Liberal Arts and Sciences", St. Petersburg has at the moment two more basic educational programmes in the field of study 50.03.01 "Arts and Humanities" in two universities:

1. "[Arts and Humanities](#)", Private educational institution of higher professional education "Russian Christian Humanitarian Academy".
2. "[Arts and Humanities](#)", the Federal State Budget Educational Institution of Higher Professional Education "Academy of Russian Ballet named after Vaganova, A.Y.".

However, as seen from the websites of descriptions of these universities' educational programmes, they are preparing art reviewers, while the main educational programme for

"Liberal Arts and Sciences" is the only regional programme of multidisciplinary bachelor education, aimed at training graduates with a broad creativity, aimed at unconventional thinking, able to respond to any challenges of the time, and to solve various problems in the fields of journalism, politics, economics, science, business and art. The programme is implemented in cooperation with the American college-partner [Bard College](#), which has extensive experience in implementing similar programmes in the United States, on the basis of the [Cooperation Agreement](#) No. 08 / 2-04-P-011-043 of June 19th, 2011) and with the possibility of obtaining a Bard diploma (Clause 2.1 of the [Cooperation Agreement](#) of June 19th, 2011 No. 08 / 2-04-P-011-043).

Thus, the main educational programme for bachelors "Liberal Arts and Sciences" in the "Arts and Humanities" field of study has no competitors within its scope.

It should be noted at the same time that the actual professional education is implemented on the programme within profiles offered at senior courses. For individual majors there are competing programmes, including in SPSU itself. At the same time, the strategy of the educational programme consists not in direct competition for the number of applicants, but in offering a fundamentally different approach to education corresponding to the Liberal Arts Education model and, accordingly, targeting the group interested in such education, as well as in forming individual professional trajectories for graduates. The structural, methodological features of the programme will be shown below, in the relevant sections of the Report.

#### ***Analysis of informational indicators provided by the university (conclusions)***

- The policy of the Faculty management and the organisation of the educational process do not imply employment of students in the period of obtaining higher education at the bachelor's level. Neither the students nor the graduates of the programme expressed dissatisfaction with this situation during communication with reviewers, but the possibility of changing this practice is included in the list of recommendations.

- According to data received on November 1, 2016, about 50% of graduates are hired for the first 6 months after graduation (of which about 20% outside the region), the remaining 50% continue their education at the next stage, including abroad.

- In 2016, 3 students study at the bachelor level at the expense of legal entities, including 1 student under a contract on targeted education.

- There were no complaints on graduates

- In 2016, one positive response was received from the Director of Gymnasium No. 32 of the "Gymnasium of St. Petersburg Culture" in the Vasileostrovsky district of St. Petersburg, Korshunova O.V.: "As a teacher, the graduate shows consistently high marks, which is confirmed by the level of preparation of his schoolers, successfully taking part in olympiads of the regional and city levels. As the Vice-Director for experimental work, he successfully copes with the management tasks for the organisation of scientific research and innovative work of the gymnasium. Experimental Laboratory of municipal level for the implementation of the methodology of sustainable development in educational institutions is successfully working under the supervision of graduate on the creation and implementation of effective tools for networking".

In addition, a number of graduates of the programme are working in SPSU, including as employees of administrative and management personnel participating in the Liberal Arts and Sciences programme".

- All graduates of the programme who wanted to continue their studies in the Master's programme have been enrolled and are training successfully in Master's programmes.

#### ***Additional information***

As a result of self-assessment conducted by the educational institution, here are presented the data on the distribution of alumni. Data provided by the institution have been confirmed during the studying of the relevant documents.

## 2. SUMMARY OF THE PROGRAMME

### *Strengths of the programme*

The strengths of the analysed programme are:

- The possibility of forming an individual education plan for each student (confirmed by the presence in the curriculum of several blocks of courses for choice and the ability to freely choose the profile of training in the third and fourth year).

- The combination of a high level of professional education of graduates with the development of a set of such essentially universal competencies as critical thinking skills, effective written and oral communication, interpretation of complex texts of different genres (confirmed by checking the relevant competencies of reviewers during a meeting with alumni and students of the programme, feedback from employers received during an reviewers visit to the Faculty).

- Very positive feedback from employers on the programme in general and the graduate competences developed. Meeting with employers has revealed the appreciation of graduates by employers and numerous graduate characteristics that are highly valued:
  - a. The ability to think and consider the problem from different points of view;
  - b. Up to date knowledge and understanding of the subject field;
  - c. The ability to self-direct their activities and work independently;
  - d. The ability to take responsibility;
  - e. The ability to learn, they have real lifelong learning capabilities.

- High level of English language (confirmed during a meeting with students with the participation of a reviewer - a native speaker).

- An effective feedback system that allows students to communicate their assessment of the quality of education and course content to the programme management and, accordingly, influence the development and improvement of the programme. This service is provided on-line. On average, more than 50% of the students of the programme use the opportunity to leave feedback on the course, which is substantially more than in other SPSU Faculties (it has been confirmed during the demonstration of this service during an reviewers visit to the programme, and during a meeting with the management of the University). This motivates students not only to successfully develop the educational programme helping them understand where they can apply their talents and get employed. A strong supporting evidence is provided by the 'Blackboard' system and the open access to the online courses and materials. The Blackboard system offers currently 18 different courses with teaching and learning materials.

- The competence-based approach to the programme under review is operational and characterised by:

- The development, regular update and implementation of the learning outcomes in the approach to the design and approval of programme and course content;
- A proper and well-developed quality management structure at the faculty level, which includes a programme methodological Council. Academics, students and employer representatives are included in this Council; The composition, roles and responsibilities of the Council are defined in the Vice-Rector Ordinance 8078/1 of October 07th, 2016.
  - Well-developed, supporting documentation for the progression and implementation of the academic standards in relation to the Liberal Arts and Sciences programme, including:
  - Qualification profiles and programme description for the Liberal Arts

and Sciences studies at Bachelor level;

- Description of intended learning outcomes of the programme and expected graduate competences;
  - Descriptions of individual courses, included in the programme, with the definition of course-level intended learning outcomes;
  - Recommendations of the Methodological Council concerning the students assessment criteria;
  - guidelines for the assessment of student portfolio, etc.
- The involvement of employer representatives in entrance examinations' committees and in all final/state examinations (Confirmed by the lists of members of the commissions and the feedback of employers, data during a on-site meeting with reviewers).
  - The programme has a sound interdisciplinary approach, well- grounded in the appropriate structure and organisation of the study process, including:
    - A common set of disciplines/courses provided to all students at the early stage of their study (e.g., language training, Philosophy);
    - the access and use of resources by all students.
    - Competent approach to the development and implementation of the programme and content of courses. This is the basis of academic standards and quality policy, which is introduced by the faculty. This policy is covered in the University's strategy, which is based on the federal programme for the development of higher education and research, thus ensuring its long-term continuity and social significance.
    - Excellent teaching staff, who are committed to their students, professionally competent and active in research, some of them at the most advanced scientific level (e.g., in Psychology); Qualified administrative and supporting staff, effectively operating the electronic information management and learner support systems.
    - Excellent facilities and resources, providing access for students to a range of modern and up to date learning resources and facilities to support their learning experience in the different directions of their studies of liberal arts and sciences.
    - A range of teaching rooms were observed during the site visit. All the lecture halls and small seminar rooms are equipped with Internet connected computers and multimedia, giving possibilities to use overhead projectors. The equipment and layout of the seminar rooms allows for interactive teaching and learning methods. The interiors of lecture and seminar rooms for Art's students have been recently restored with the frescoes on the sailings and walls, dating back to the 19<sup>th</sup> century villa of Russian aristocracy. There were also visits to specialist rooms such as the music studio, theatre workshops, classroom with video-lecturing and simultaneous translation equipment, and the room with voice and speech measurement equipment.
    - Library resources (including books, journals, databases) are available to support delivery of the programme.

### ***Weaknesses of the programme***

The programme can be improved in the following areas:

- Inclusion of a number of applied courses in the block of disciplines required for the study of all students of the programme. This may include courses such as "Fundamentals of Management", "Finance and Accounting", "Fundamentals of Entrepreneurship", etc. Such

courses are not part of the traditional programmes of Liberal Arts, but in the modern labour market, the possession of basic knowledge in these areas is already becoming almost universal requirement for young specialists regardless of professional field. The educational programme "Liberal Arts and Sciences" has the experience of conducting a training of professional success for students. It should be turned into regular practice.

- Although the graduates of the programme do not experience problems with employment at the end of the programme the curriculum does not provide for the possibility of long internships or part-time employment during the period of study. It seems that in senior courses this possibility can be envisaged within the framework of individual curricula, perhaps for the most successful students. Moreover, for a number of profiles, SPSU can itself be a place of internship and placement of students.

- The programme management could further enhance the programme's quality and relevance to the labour market needs by ***regularly (e.g., every year) making use of employer feedback as an input to programme update and course improvement.***
- The very high teaching workload of academic staff (approx.1400 contact hours/year) is not only preventing staff from national and international research, thus wasting their talents, but also from spending more time on development of online courses and digital learning materials. The average amount of contact hours per academic year with students is still higher than in the most European universities. This number of contact hours is incompatible with student annual workload (120 ECTS per academic year, where no more than 50% could be contact hours) and leaves limited opportunities for the student independent work, particularly in the final years of study. Even in Bulgaria, which is known as one of the systems with the highest teaching workload, full time professors in prestigious universities have 240 contact hours per academic year. The reverse order of the average contact hours (assistants have the highest number of contact hours) suggests, that students have less opportunity to work with the most qualified teaching staff (i.e., professors) and therefore to benefit from their disciplinary and research proficiency. The university management and particularly the human resources management department could ***consider ways for balancing the staff workload with research and digital courses' development more effectively.***
- The fact that 100% of staff is employed on the basis of short-term (annual) contracts creates serious risks to the sustainability of this programme. The explanation provided to reviewers from the Head of HRM department, that this is related to the need for annual staff appraisal, was not convincing. Evidenced from higher education comparative research and good practice experience, short-term employed academic staff cannot be motivated to contribute enough time and effort for professional development, implementation of innovative teaching, or productive research. In many national higher education systems specific regulations do not allow programme licensing or accreditation without providing long-term employed qualified teaching staff for at least 50% of all courses and 70% of the core courses (e.g., Bulgaria, Austria, Romania, etc.). In order to ensure the sustainability and national and international competitiveness of the programme, it would be ***strongly recommended that 70% of staff involved in the teaching of this programme should be contracted at least for the term of the programme cycle plus one additional academic year, that is, for 5 years.***
- Following from the universal adoption of short-term contracts, it is not surprising that there was no evidence of ***systematically planned, implemented and regularly evaluated teaching staff development programme at faculty or university level.*** It would be, indeed, pointless to invest in qualification and development of academic teachers, if they are to work for just one academic year, hence the lack of staff development policy.

This clearly demonstrates the adverse effects of the universal short-term employment scheme on quality of higher education.

- It is not clear, who and how determines the course credits, how are defined the level and volume of learning for each unit of the programme and through what kind of processes is ensured consistent implementation of the rules for credit rating of courses. The programme management is advised to consider *enhancing the role of Methodological Council with coordination of the credit rating process with a view to ensure consistent implementation of university policy on credit rating, credit accumulation and credit transfer.*

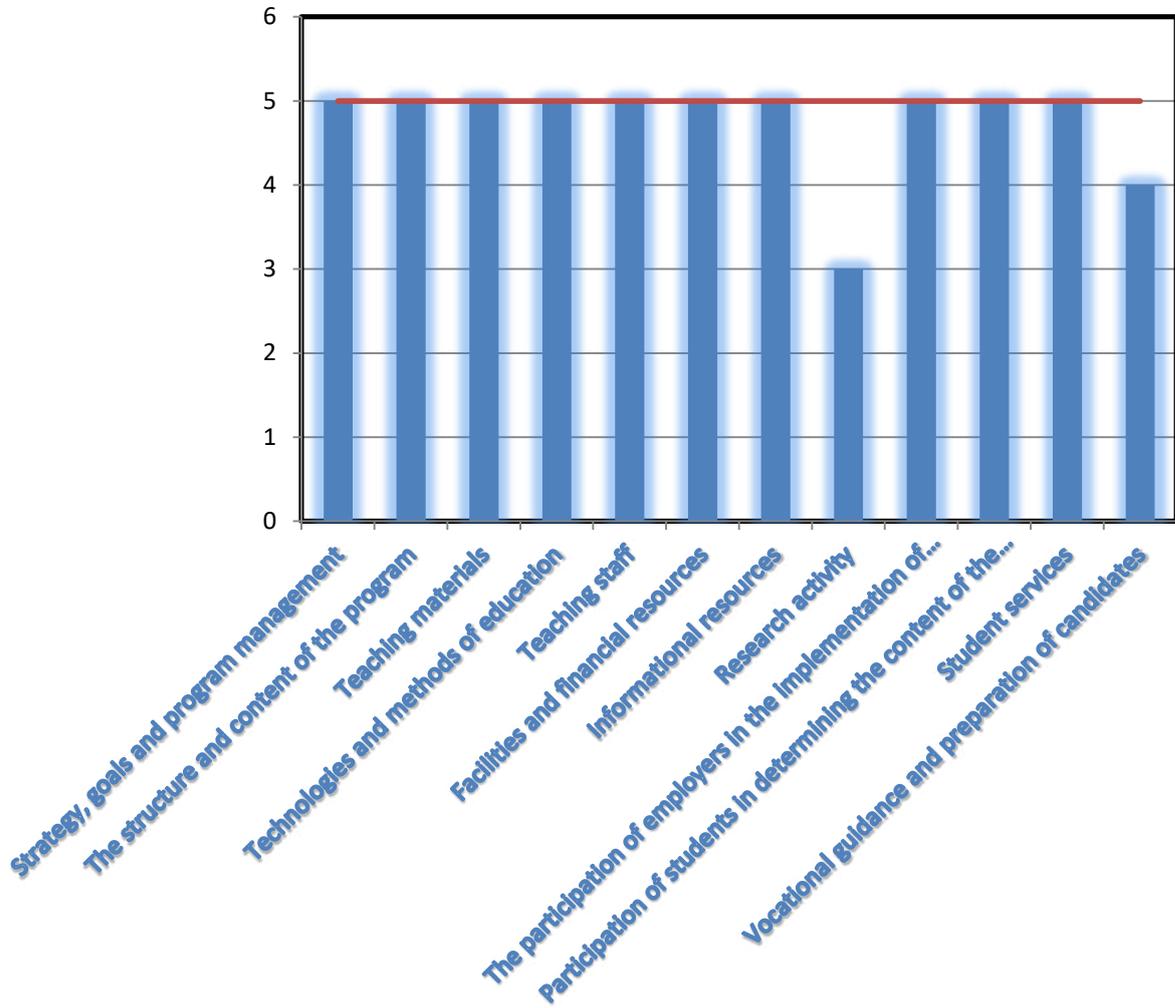
***Main recommendations of the reviewer for the programme***

In addition to the recommendations outlined in the previous paragraph, it may be desirable to envisage (within or outside the curriculum, the opportunity for students to practice arts.

***Profile for learning outcomes assessment and education quality assurance***

No	Criterion	Mark
<i>I</i>	<b>Quality of learning outcomes</b>	
	1. Demand for graduates of the programme on labour market	5
	2. Satisfaction of all customers	5
	3. Results of direct assessment	5
<i>II</i>	<i>Quality assurance:</i>	
	1. Strategy, goals and programme management	5
	2. Structure and content of the programme	5
	3. Teaching materials	5
	4. Technologies and techniques of educational activities	5
	5. Teaching staff	5
	6. Physical facilities and financial resources	5
	7. Information resources of the programme	5
	8. Research activities	3
	9. Participation of employers in the implementation of the programme	5
	10. Students' participation in the programme management	5
	11. Students' services	5
12. Career guidance and preparation of applicants	4	

**Profile for learning outcomes assessment and education quality assurance**



### 3. QUALITY OF LEARNING OUTCOMES

#### Direct assessment of competence by the reviewer

The direct assessment of competencies of graduates was conducted during the on-site visit. Fourth-year students took part in the direct evaluation, in the number of 10 people, which is 10% of the final course.

Measurement and control materials developed by the reviewers were used during the procedure of direct assessment of alumni.

The reviewer has chosen following competencies for the analysis of the competencies formation:

GC-1 Ability to build logically true, in a well-argued manner and meaningful way a clear oral and written speech in Russian, ability to use the skills of public speaking, conducting discussion and debate;

GC-3 Possessing a culture of thinking, ability to perceive, generalise, analyse information, set goals and choose ways to achieve them, ability to analyse philosophical, ideological, social and personal significant problems;

GC-6 Possessing the fundamentals of the methodology of scientific research, readiness to apply the acquired knowledge and skills to solve practical problems in the learning process and in professional and social activities;

GC-11 A graduate of the University with a Bachelor's degree (qualification), who receives a higher education for the first time, should know the English language at a level comparable to the B2 level of the Pan-European scale of foreign communicative competence (GC-11:)

PC-2 Ability to analyse the main contexts of social interaction;

PC-9 Ability to apply the acquired knowledge in the field of arts and humanities in their own research activities.

The procedure for direct assessment of competencies was carried out by reviewers in the format of an oral interview in English (the professional group included professional English-language teachers) on the subjects and content of the graduate projects (graduate qualification works) of the 4th year students.

Based on the results of direct assessment of competencies, the group of reviewers found that 90% of the students who participated in the interview coped with the tasks in full and 10% coped with most of the tasks. There was no students who do not cope with the task.

Level \ Students ratio	Sufficient level (have managed with 80% of the proposed tasks)	Acceptable level (the percentage of solved tasks from 50 to 79%)	Low level (percentage of solved tasks is less than or equal to 49%)
90%	100%		0
10%		75%	

In assessing the quality of education, reviewer has acquainted with 10 graduate qualification work, representing 10% of the graduate works of the previous year in this field of study. He has concluded that these graduate qualification works correspond to all the requirements stated below.

## GRADUATE QUALIFICATION WORKS

No	Objects of assessment	Comments of reviewers
1.	Subject of graduate qualification work corresponds to the field of study and modern level of science, technology and (or) software technology.	This criterion is met by all the submitted graduate qualification works
2.	Tasks and contents of graduate qualification work are aimed at confirmation of graduate competences.	This criterion is met by all the submitted graduate qualification works
3.	Utilization rate of materials collected or obtained during the passage of pre-degree practice and implementation of course papers in the graduate qualification work.	Materials collected during pre-diploma practice are used in all submitted graduate qualification work. Term paper materials are used in different degrees, which is determined by the fact that the graduate qualification works corresponds to the topic of the profiles, and the term papers are not always associated with the profiles - this is the peculiarity of the curriculum of the programme and, accordingly, is not a disadvantage of the graduate qualification works.
4.	Subject of graduate qualification work is defined by demands of industrial organisations and tasks of experimental activities solved by faculty of the institution.	The topic corresponds to the research and experimental interests and tasks of the professors of the institution (first of all, the supervisors of the graduate qualification works).
5.	The results of graduate qualification work find practical application in the workplace.	The topics of the programme profiles and, accordingly, the graduate qualification works, are not related to production tasks, but the results of the graduate qualification works find practical application in the implementation of other professional competencies (according to profiles).
6.	Utilization rate of the results of research activities of the department, faculty, and third-party research and production and / or research organisations when performing independent research parts in the graduate qualification work.	The subject of graduate qualification work, as a rule, is formed within the framework of the subject of R&D departments or research projects of professors, accordingly, separate parts of the graduate qualification works are often formed when students fulfil tasks within the framework of professors' research projects. Information about the use of the results of third-party organizations was not specified.

### *Conclusions and recommendations of the reviewer*

#### **Conclusions:**

The students demonstrated a confident knowledge of the competences chosen by the reviewers for verification. Especially it is necessary to emphasize the high level of English

language proficiency - at a level sufficient for communicating on professional topics with native speakers.

Very positive feedback from employers on the programme in general and the graduate competences developed. Meeting with employers has revealed the appreciation of graduates by employers and numerous graduate characteristics that are highly valued:

- The ability to think and consider the problem from different points of view;
- Up to date knowledge and understanding of the subject field;
- The ability to self-direct their activities and work independently;
- The ability to take responsibility;
- The ability to learn, they have real lifelong learning capabilities.

Based on the results of a direct assessment of competencies and interviews with employers, reviewers conclude that the quality of education is high.

***Additional information:***

As a result of questioning of students, the data were represented by educational institution. These data have been verified by the reviewer during the on-site visit and were confirmed by the reviewer as a result of on-site visit.

This allows the reviewer to conclude that the results of the programme goals and objectives comply with ones stated in the main educational programme.

## 4. EDUCATION QUALITY ASSURANCE

### *1. Strategy, goals and programme management*

*Evaluation of criterion: excellent*

#### *Strengths of the programme:*

The programme is a realisation of the principles and approaches that are typical for the educational model of Liberal Arts within the framework of the Russian education system. Accordingly, the strategic advantages of the programme are:

- A unique offer for the Russian education market that is in demand among entrants interested in higher education of this type.

- High degree of individualisation of education (individual plan, blocks of elective courses, profiles at senior courses), allowing to answer the most varied educational requests and quickly adapt to changes in the preferences of applicants and employers.

- Collegial principle of decision-making when opening new and improving existing programmes, involving the coordination of goals and interests, students, employers, professors and administration of the programme.

- The possibility of constant improvement of the quality of the offered educational services due to the lack of quantitative growth of programmes.

- The programme has a sound interdisciplinary approach, well-grounded in the appropriate structure and organisation of the study process. Some of the key features of the organisation of teaching and learning include:

- A common set of disciplines/courses provided to all students at the early stage of their study (e.g., language training, Philosophy);
- resources of the programme are accessible for all students.

- The competence-based approach to the programme under review is operational and characterised by:

- The development, regular update and implementation of the learning outcomes in the approach to the design and approval of programme and course content;
- A proper and well-developed quality management structure at the faculty level, which includes a programme methodological Council. Academics, students and employer representatives are included in this Council; The composition, roles and responsibilities of the Council are defined in the Vice-Rector Ordinance 8078/1 of 07.10.2016
- Well-developed, supporting documentation for the progression and implementation of the academic standards in relation to the Liberal Arts and Sciences programme, including:
  - Qualification profiles and programme description for the Liberal Arts and Sciences studies at Bachelor level;
  - Description of intended learning outcomes of the programme and expected graduate competences;

- Descriptions of individual courses, included in the programme, with the definition of course-level intended learning outcomes;
- Recommendations of the Methodological Council concerning the students' assessment criteria;
- Guidelines for the assessment of student portfolio, etc.

### ***Recommendations:***

Now the programme is largely a result of the interaction of a team of like-minded people - professors and programme managers. For the sustainable development of the programme, the preservation of the accumulated experience in a strategic perspective, it is necessary to form a system of recruiting new professors - both young, novice professionals, and experienced ones. At the same time, the programme places high demands on the scientific qualifications and pedagogical skills of the employees, which, perhaps, requires the formation of its own personnel policy of the Faculty. The introduction of assistant positions, temporary professorships, rotation of some administrative positions can be considered as possible directions of implementation. Since the educational programme is interested in the research activity of professors, it is proposed to consider the possibility of introducing a system of creative vacations for employees who have worked for a certain time and who meet the criteria for quality of work. Most likely, such changes will require decision-making at the SPSU leadership level.

The programme management could further enhance the programme's quality and relevance to the labour market needs by ***regularly (e.g., every year) making use of employer feedback as an input to programme update and course improvement.***

It is not clear, who and how determines the course credits, how are defined the level and volume of learning for each unit of the programme and through what kind of processes is ensured consistent implementation of the rules for credit rating of courses. The programme management is advised to consider ***enhancing the role of Methodological Council with coordination of the credit rating process with a view to ensure consistent implementation of university policy on credit rating, credit accumulation and credit transfer.***

### ***Additional information***

During the on-site visit, full-time interviewing was held with employers, students and professors, which allows the reviewer to conclude that the presence of an effectively functioning feedback system for employers and students, allows to quickly adjust the various settings of the programme. At the same time, recommendations for improving the programme are outlined above.

## ***2. The structure and content of the programme***

***Evaluation of criterion: excellent***

### ***Strengths of the programme***

- The presence of a variety of, inter alia, interdisciplinary profiles:
  1. History of art
  2. History and culture of Islam
  3. History of Civilizations
  4. Movies and videos
  5. Cognitive research
  6. Literature
  7. International relations, political science and human rights
  8. Music
  9. Complex systems
  10. Sociology and anthropology
  11. Philosophy

## 12. The Economy

## 14. Computer Science and Artificial Intelligence

- Since the curriculum presupposes the possibility to choose subjects not only from its main profile, but from other profiles, students can obtain a wide range of knowledge and skills, as well as make an informed choice of educational and professional trajectory

- Familiarization of students with classical philosophical and scientific works on the humanities and social sciences (within the framework of the "first year seminar") regardless of the student's chosen profile.

- The concept of learning foreign languages, allowing all students to achieve a high level of English, including for professional communication, providing additional opportunities for students with a high level of entry.

- The competence-based approach to the development and implementation of the programme and course content. This is at the core of the academic standards' and quality policy, led by the faculty. This policy is highlighted in the university strategy, which is based on the Federal programme for development of higher education and research, thus ensuring its long-term continuity and social relevance.

### ***Recommendations:***

Although at the moment the programme looks quite balanced (infrastructure and human resources correspond to the demand for the programme and allow it to be implemented, while keeping a high quality bar), in the long term, the opening of new profiles can be considered. This programme will require the support of the SPSU leadership: first, to ensure the growth of infrastructural resources and, secondly, to interact with the Federal educational and methodical association and the Ministry of Education on FSES "Arts and Humanities" (referring this standard to Enlarged group of specialties and directions "Art criticism" may be an obstacle to recruiting students for some profiles, while the programme management may be advised to consider the issue of maintaining some profiles for other FSES).

### ***Additional information:***

During the full-time visit, the reviewers met with the students of the programme evaluated. One of the issues discussed is conformity of the structure and content of the programme to the expectations of direct users of programme - students. Based on the results of the meetings, the reviewer concludes that the structure and content of the programme correspond to the expectations of current students of the programme. In addition, students gave examples when comments and suggestions expressed by students were taken into account when making changes to the curriculum.

## **3. Teaching materials**

### ***Evaluation of criterion: excellent***

#### ***Strengths of the programme:***

The presented teaching materials meet the requirements of the Ministries of Education and Federal Education and Science Supervision Service, the regulatory acts of the SPSU and fully reflect the structure and content of the programme.

### ***Recommendations:***

It is recommended to consider the possibility of publishing educational and teaching materials in order to disseminate the accumulated successful experience and the appearance of similar programmes in other universities.

### ***Additional information:***

When conducting the on-site visit, the reviewer got acquainted with the educational materials developed in the educational institution.

The reviewer draws a conclusion on the high quality of the documents submitted.

During the on-site visit, the expert analysed test materials used by the educational institution for ongoing monitoring of academic performance. This allowed the reviewer to make a conclusion about their compliance with the goals and objectives of the educational programme.

**4. Technologies and techniques of educational activities**

**Evaluation of criterion: excellent.**

**Strengths of the programme:**

- A large proportion of interactive lessons in the programme;
- The presence of modern laboratory and computer infrastructure necessary for classes on the profiles "Cognitive Studies", "Cinema and Video", "Complex Systems", "Computer Science and Artificial Intelligence";
- Availability of field practices on the "Sociology and Anthropology" profile;
- Classes in the form of webinars with students from other universities, including in English.

**Recommendations:**

The methodological apparatus of the programme seems to be quite developed, which is evidenced not only by the quality of the graduates' preparation, but also by the practice of transferring this experience to the professors of other programmes within trainings conducted by the programme's professors (in particular, at the "Letter and Critical Thinking" course) and at the annual conferences on the Liberal Education. It is possible to recommend to design these teaching materials in the form of methodological and educational literature, including in the format of distance and on-line courses.

**Additional information:**

During the on-site visit, the reviewers visited the lesson, the analysis of which is presented below.

Full name of the professor: Davydova Olga Sergeevna

1. Discipline /module "Evolution of non-feature film: from document to fake"

2. Type of training

- lecture
- seminar
- laboratory work
- practice
- integrated lesson
- other examination (defending of an essay)

3. Lesson Focus: The establishment of the actual level of the formation of competences put in place as the results of mastering the academic discipline.

4. The purpose of the class: In the process of protecting, the essay written by the learner independently on the basis of a case study, to establish the correspondence of the prepared materials to the requirements put in place for such works, to specify the inaccuracies and erroneous assumptions, and to diagnose personal development.

5. Facilities: Corresponded to the requirements of intermediate attestation: a workplace for each student in the classroom, a laptop for the professor with all the essays prepared by students, with appropriate editorial corrections and comments.

6. Specify:

No	The knowledge and skills which are planned to generate in class and competences, which affect the formation of the knowledge, and skills	The forms, tools, methods and techniques used for the formation of competence in class
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	(must be announced by lecturer)	
1.	GC-1 Ability to logically true, in a well-argued manner and meaningful way to build a clear oral and written language, in Russian, ability to use the skills of public speaking, conducting discussion and debate	In the process of prepared essay defending
2.	GC-12 A graduate of the University with a qualification (degree) "bachelor" should know the Russian language at a level comparable to the requirements of the second certification level (TORFL-2) of the Russian state system for testing foreign citizens in the Russian language	Prepared essay text
3.	GC-13 Readiness for critical reflection on the phenomena of social and cultural life	Selection and analysis of information materials during preparation of an essay
4.	PC-9 ability to apply the acquired knowledge in the field of arts and humanities in their own research activities	Preparation and public defence of the essay materials
5.	PC-10 ability to conduct local research under the supervision on the basis of existing methods in a specific field of arts and humanities, with the formulation of reasoned inferences and conclusions	Selection and analysis of information materials during preparation of an essay
6.	PC-11 Possession of skills in the preparation of scientific reviews, annotations, compilation of abstracts and bibliographies on the subject of research, methods of bibliographic description; Knowledge of major bibliographic sources and search engines	Selection and analysis of information materials during preparation of an essay
	And others in accordance with the curriculum of the work programme	

### ASSESSMENT OF A LECTURER

No	Criteria of analysis	Index	Mark (0,1,2)
1.	Compliance with lesson's regulations	Timely start, time-balanced discussions with the examiners (depending on the complexity of the task)	2
2.	Organisation	Welcome and report on the results of attestation	2
3.	Motivating students for the upcoming activities	Indication of urgency, formed professional and / or social and personal competencies.	2
4.	The psychological climate in the	Presence of a positive emotional interaction between lecturer and students; mutual goodwill	2

	classroom	and audience participation.	
5.	The quality of presentation	<i>The structuring of the material was indicated in the essay editing programme, ensuring the clarity and systematic nature of the text discussion; Adaptability of the presentation to the specifics of the audience (the initial degree of mastering the discipline on the first course or preparation for the selection of the graduate qualification work, the availability of examples, facts.</i>	2
6.	Compliance with the content of the course programme	<i>The examination was conducted in full accordance with the approved Rules</i>	2
7.	The use of visual aids	<i>The essay was displayed on the laptop screen. The relevant comments were made in the text</i>	2
8.	Oratory	Audibility, intelligibility, euphony, literacy, rate of speech; facial expressions, gestures, pantomime; emotional intensity performances.	2
9.	Sensitivity to the audience	The ability to react to changes in the perception of the audience = <i>it was especially manifested in the case of comments making and discussing</i>	2
10.	Correctness to students	<i>Yes, regardless of the year of study (the exam was taken by students from 1 to 4 year who are interested in studying this discipline)</i>	2
11.	Methods of regulation of attention and behaviour	Increasing the interest among the audience (the original examples, humour, rhetorical devices etc.); Involving the audience in a dialogue, in the process of performing tasks, etc. = <i>Appeal to the opinion of well-known journalists, documentaries, etc.</i>	2
12.	Feedback during the lecture	Control of material learning = <i>In the process of joint discussion of essay materials</i>	2
13.	Summing up (organisation of reflection)	Organisation of reflection in which students are actively discussing the results = <i>Taking into account the opinion of the examiner on the remarks and inaccuracies of the answer</i>	2
14.	Image	Compliance with corporate identity, presentable, charisma	2
15.	Total	<i>Intermediate attestation was implemented professionally and allowed to evaluate the results of the students' progress in the discipline</i>	2
16.	Comments and suggestions of reviewers: <i>To defend the most interesting essays in public</i>		

As a result of analysis of desk review of self-assessment, curriculum and class schedules analysis, the reviewer determined that the Percentage of classes conducting in an interactive way for the whole programme is approximately 85%. During on-site visit, teaching materials of three subjects were studied. (Writing and Thinking, First Year Seminar, English Language). On their basis, reviewer concludes that there is high-quality, relevant to modern international standards of interactive teaching methods.

## **5. Teaching staff**

**Evaluation of criterion: excellent**

### ***Strengths of the programme:***

- Stability of the teaching staff;
- High level of pedagogical and research qualification;
- Involving professors in research and publication activities;
- Excellent teaching staff, who are committed to their students, professionally competent and active in research, some of them at the most advanced scientific level (e.g., in Psychology); Qualified administrative and supporting staff, effectively operating the electronic information management and learner support systems.

### ***Recommendations:***

In the long term, a system of professors recruiting is required, including at the international labour market. Considering the specifics of the programme, how it differs from the majority of educational programmes in Russian universities, it makes sense to consider a system of training new professors.

The very high teaching workload of academic staff (approx.1400 contact hours/year) is not only preventing staff from national and international research, thus wasting their talents, but also from spending more time on development of online courses and digital learning materials. The university management and particularly the human resources management department could ***consider ways for balancing the staff workload with research and digital courses' development more effectively.***

The fact that 100% of staff is employed on the basis of short-term (annual) contracts creates serious risks to the sustainability of this programme. The explanation provided to reviewers from the Head of HRM department, that this is related to the need for annual staff appraisal, was not convincing. Evidenced from higher education comparative research and good practice experience, short-term employed academic staff cannot be motivated to contribute enough time and effort for professional development, implementation of innovative teaching, or productive research. In many national higher education systems specific regulations do not allow programme licensing or accreditation without providing long-term employed qualified teaching staff for at least 50% of all courses and 70% of the core courses (e.g., Bulgaria, Austria, Romania, etc.). In order to ensure the sustainability and national and international competitiveness of the programme, it would be ***strongly recommended that 70% of staff involved in the teaching of this programme should be contracted at least for the term of the programme cycle plus one additional academic year, that is, for 5 years.***

Following from the universal adoption of short-term contracts, it is not surprising that there was no evidence of ***systematically planned, implemented and regularly evaluated teaching staff development programme at faculty or university level.*** It would be, indeed, pointless to invest in qualification and development of academic teachers, if they are to work for just one academic year, hence the lack of staff development policy. This clearly demonstrates the adverse effects of the universal short-term employment scheme on quality of higher education.

### ***Additional information:***

Analysing the facts given by the educational institution in the self-assessment report, the reviewer came to the conclusion that the presented data are relevant and reliable.

Based on the results of the analysis of the submitted data, the reviewer concludes that the personnel policy of the programme management is successful.

## **6. Logistical and financial resources of the programme**

**Evaluation of criterion: excellent**

### ***Strengths of the programme:***

Excellent facilities and resources, providing access for students to a range of modern and up to date learning resources and facilities to support their learning experience in the different directions of their studies within the programme.

A range of teaching rooms were observed during the on-site visit. All the lecture halls and small seminar rooms are equipped with networked computers and multimedia, giving possibilities to use overhead projectors. The equipment and layout of the seminar rooms allow to use interactive teaching and learning methods. The interiors of lecture and seminar rooms for Arts students have been recently restored, with the frescoes on the ceilings and walls dating back to the 19<sup>th</sup> century. There were also visits to specialist rooms such as the music studio, theatre workshops, classroom with video-lecturing and simultaneous translation equipment, and the room with voice and speech measurement equipment. The institution has modern equipment for conducting fundamental and applied scientific research in the field of study taking into account profiles specific. For example:

- The Laboratory of Cognitive Research was established in 2005 to conduct interdisciplinary research related to the study of cognition, thinking, perception, presentation and acquisition of knowledge, language specificity as a means of cognition and communication, brain mechanisms of cognition and complex forms of behaviour, and within an education profile "Cognitive research". The laboratory has the equipment that allows conducting experimental studies: a device for registering eye movements, an Eyelink 1000 Plus eye-tracker, and a device for recording brain electrical activity, the Neurovisor-BMM-52 encephalograph with 52 recording channels;

- Computer class of "Complex Systems" profile is equipped with 12 computers with the following purchased licensed software: Matlab package with installed modules for filtering signals, for evaluating derivatives, for neuromodeling;

- In 2007, the Class of Video Editing and Multimedia was created to provide the learning process; there is a professional NeuroShell software package for modelling using artificial neural networks; STATISTICA package for statistical data processing. The class is equipped with 16 mm movie cameras and mini DV and HD video cameras, film and video projectors, tripods, lighting devices, computer and acoustic systems. The existing technical base allows students to successfully master modern audio-visual technologies and create their own projects, developing their creative thinking and technical abilities. There are classes on the courses "Modern cinema and video process", "Video production", etc. within the profile "Cinema and video";

- Photomaster class was organized in 2007. Work in it is conducted in three directions: analogue photography, digital photography, photo studio. The technical base, which includes halogen and pulse lighting devices and shooting accessories, allows students to solve creative tasks and implement creative projects at various levels. The logical result of the work of students in the photomaster class is personal creative projects;

2) In 2014, modern high-tech equipment used in SPSU to conduct basic and applied research, and its operations were merged into a single structure - the SPSU Science Park, available for research in all areas of training;

3) The institution ensures the accessibility of education for disabled through the unhindered access to educational facilities, dining rooms, toilet facilities and other premises of the educational organization, and ensuring their stay in the specified premises.

Library resources (including books, magazines, databases) are available to support the implementation of the programme.

- Other components of an accessible educational environment in SPSU:
- possibility of education on an individual curriculum and an individual study schedule;
- special procedure for mastering the discipline "Physical Culture and Sport";
- special order of passing practices;
- availability of psychological and medico-social services;
- use of special technical and technological teaching aids with specialised programmes in the educational process;

– use of distance learning system, etc..

4) Transparent processes of budgeting required for the implementation of the programme, monitoring its implementation, the effectiveness of the use of allocated resources during the programme implementation, the development plan and improving the educational and material resources of the programme in order to maintain and improve the quality of education.

5) Among the areas of revenue-generating activities of SPSU are:

- provision of paid educational services;
- attraction of grants for scientific research;
- performance of research and development work, incl. commissioned by industrial enterprises;
- provision of services in dormitories and services for the maintenance of students.

In addition, the professors of the main educational programme "Liberal Arts and Sciences" developed two additional educational programmes "Russian Language and Culture, Cultural and Historical Aspect" and "Russian Language in the Context of Russian Culture", designed for foreign students and implemented in the format of Summer Schools.

During the on-site visit, reviewers have conducted interviews with students and lecturers participating in the programme on satisfaction with the quality of classroom fund, funds and the reading room of the library, laboratories and its departments facilities. The obtained data allow the reviewer to conclude that the classroom fund is satisfactory.

During the on-site visit to an educational institution, the reviewer team examined the material and technical base. Above there is data on the equipment of laboratories. The given data allow to draw a conclusion about sufficient equipment of laboratories for implementing necessary practical studies and scientific researches.

## **7. Programme's information resources**

**Evaluation of criterion: excellent**

**Strengths of the programme:**

1) The electronic catalogue of the SPSU Scientific Library contains all information about the fund. For the convenience of information retrieval, students can work both with the base of the electronic catalogue, and with the bases of abstracts, the base of the works of SPSU professors, the database of conferences;

2) Students and faculty have an access (remote) to modern databases and information reference systems, which are listed in the work programmes of the academic disciplines;

3) Open access to the online courses and materials. The Blackboard system offers currently 18 different courses with teaching and learning materials, providing modern mixed education for students within the programme.

4) Access to all educational electronic resources in the SPSU subscription is open from any computer that has an Internet connection with an individual login and password that all students in SPSU have;

5) High level of information openness of the institution.

## **8. Research activity**

**Evaluation of criterion: satisfactory**

**Strengths of the programme:**

1) Scientific and pedagogical staff involved in the implementation of the main educational programme "Liberal Arts and Sciences" are actively engaged in scientific research work. So, for the period from 2013 to 2016, 68 professors have participated in 86 scientific grants and projects, 32 of them as Heads. Financing of these scientific projects was implemented both at the expense of SPSU funds, and at the expense of external financing:

- Grants of the Russian Humanitarian Scientific Foundation (RHSF);
- Grants of the President of the Russian Federation for young candidates of science;
- Grants of the Russian Foundation for Basic Research (RFBR);

- Grants of the Russian Science Foundation (RSF);
- International grants;
- Agreements with organizations;
- 2) About 75% of the results of scientific research are used in the educational process;
- 3) 5% of the students' development within such educational profiles as "Computer Science and Artificial Intelligence", "Complex Systems" receive practical implementation.

***Additional information:***

Most scientific developments are of a fundamental nature and do not involve practical implementation in enterprises and organizations. This poses the task of legal protection of the obtained results in the form of objects of intellectual property.

***Recommendations:***

1) To strengthen the practical importance of research performed by scientific and educational workers and students. It is advisable to agree with partners and customers on the contracts possible directions for the practical implementation of research results.

2) To think about the basic forms of legal protection of research results, including those used in the educational process. This will allow planning the direction of commercialisation of intellectual property objects.

***Additional information:***

During the reviewers visit, interviews were held with students and the programme management, during which it was noted that a significant number of academic disciplines at senior courses reflect the research interests of their authors, and topics of term papers and graduate qualification works of students are usually connected with the research projects of their supervisors. All this makes it possible to ensure students' familiarity with current topics and research methods in the modern social and human sciences.

***9. Participation of employers in programme implementation***

***Evaluation of criterion: excellent***

***Strengths of the programme:***

- 1) Developed system of interaction with employers:
  - representatives of employers are necessarily included in the body of educational and methodological commissions;
  - employers take part in the work of the Council and the Board of Trustees of the educational programme;
  - representatives of employers are included in the state examination boards;
  - Representatives of employers take an active part in the examination of SPSU educational programmes in terms of compliance with professional standards and the requirements of the modern labour market;
  - Representatives of employers and the professional community participate in the formation of a substantial part of practice-oriented disciplines, practices and research works themselves on the educational programme;
  - employers take a direct part in the formulation of topics for research, term papers, graduate qualification works for students, as well as in the examination of these topics for compliance with labour market requirements;
  - Representatives of the professional community are involved in education, in practices guiding, in research and graduate qualification works reviewing;
  - representatives of employers take part in the professional competencies formation.

2) The number of master classes conducted by representatives of employers (and / or other members of the professional community) is at least 20% in the total volume of training sessions under the programme;

3) employers take part in the graduates' employment. Therefore, the Alumni Association of SPSU conducts a constant and most active work aimed at facilitating the graduates' employment.

This information was confirmed during the meeting of reviewers with representatives of employers.

This allows to conclude that the system of employers' participation in the management of the "Liberal Arts and Sciences" educational programme is effective, the interaction of the faculty administration with employers is rational both in the educational process, including educational and work practices, and with the employment of graduates of the educational programme.

### ***10. Participation of students in defining the programme's content***

#### ***Evaluation of criterion: excellent***

##### ***Strengths of the programme:***

1) Active involvement of students in the university life through regularly collecting their feedback on the quality of the teaching and learning provision, ensuring their role in the management of the programme, and motivating them not only to successfully develop the programme, but also helping them understand where they can apply their talents and get employed.

2) The analysis of documents confirms the existence of established rules for the students' participation in the management of the educational programme, including through the bodies of student self-government. The Student Council regularly takes part in the discussion of various issues. For example, the organisation of students' participation in scientific and innovative activities; organization of students' leisure; improving the living conditions of students; organisation of students participation in activities related to the assessment and improvement of the quality of the educational process, etc.

3) Students' participation in determining the content of the programme is considered by the educational programme "Liberal Arts and Sciences" when nominating students for nominal scholarships, and also when recommending international internships;

4) Institution has documented procedures for the faculty to receive information from students, including the process of examining student complaints. Two options are used: the first one - through the Student Council. According to the Regulations on the Student Council of the Federal State Budget Educational Institution of Higher Education "St. Petersburg State University" (as amended on May 13th, 2016), the Student Council of St. Petersburg has the right:

3.1.2. Request and receive information from relevant SPSU officials in the manner prescribed by law necessary for the activities of the SPSU Student Council;

3.1.1. Representatives of the SPSU Student Council can take part in the reception of citizens by the Rector of SPSU, Vice-Rectors, Directors of educational and scientific institutes and Deans of Faculties on issues affecting the interests and competencies of students.

**The second way** of obtaining information is through the SPSU Virtual Reception, which is created to address the students and university staff to the SPSU administration. All submitted applications are received and registered on the website of the Education Administration, they are submitted for consideration to the responsible persons and, following the results of consideration, a response is published;

5) In order to assess the possibility of students' participation in the management of the educational process, students of the educational programme are required to participate in surveys since April 2015 (see [Order No. 1494/1 of March 17th, 2015 "On conducting a survey of SPSU students in 2015"](#)). This order determines the procedure and questionnaire form, the results of which are discussed by the educational and methodological commissions.

In order to improve the teaching materials within the meetings of the education and methodological commissions of the faculty, the results of studies on students interviews are considered. The educational and methodological commission includes a representative of the Student Council, which transmits the agreed opinion of students on the quality of teaching materials. The students' opinion was considered: when deciding on the form of conducting a state interdisciplinary exam, the list of questions for the exam. Separate changes were proposed for forms of current monitoring and intermediate attestation.

Based on the data obtained as a result of the survey, it is planned to adjust the programme, placing more emphasis on master classes of recruitment agencies for writing resumes, interviewing, preparing presentations.

***Recommendations:***

1) To organise an additional study of the reasons that caused difficulties in answering the question of the possibility of students to influence the decision-making on the organization and management of the learning process. Conduct the relevant activities based on the results of the additional information received.

***Additional information:***

According to the results of the survey conducted in the autumn of 2016, 37% of respondents reported that they can influence the decision-making on the organisation and management of the educational process, 56% found it difficult to answer, 6% believe that decisions cannot be influenced.

During the on-site visit, the reviewer analysed the participation of students in the bodies of students' self-government.

Based on the analysis of the presented data, the reviewer draws a conclusion on the high level of development and sufficient degree of realization of the possibilities of students in determining the content of the programme and recommends that students be more carefully informed about the existing system of their active influence on the organisation and content of the learning process.

***11. Services for students on a programme level***

***Evaluation of criterion: excellent***

***Strengths of the programme:***

In general, students' services are well developed and provide sufficient conditions for full participation of students in the educational process.

Curatorial work on the educational programme "Liberal Arts and Sciences" is designed to help students:

- to understand the goals, objectives and features of the educational programme;
- to compile an individual educational trajectory (individual curriculum);
- to undergo a moderation and select a training profile;
- to fulfil all the requirements provided for by the curriculum of the educational programme and individual profiles and necessary for the successful completion of education and the receipt of a diploma;
- to prepare for professional and research work.

Students consult with their supervisors before registering for the course, at the beginning of the semester prior to graduation for courses after the interim evaluation and at any other time as necessary.

The service has been developed in the institution, which helps students to issue and receive documents: certificates of study; authorization note; extracts from the order; test and examination lists; logins and passwords, student's record books or student cards; to clarify information about the payment of tuition and other.

During the on-site visit, the reviewers were presented with documents confirming the right of the student to attend educational courses within elective disciplines that allow developing the level of competences based on interdisciplinary connections.

## **12. Career guidance. Quality assessment of applicants' knowledge**

### **Evaluation of criterion: good**

#### ***Strengths of the programme:***

In general, for the Bachelor's degree there is a developed system of professional guidance and applicants preparation. Based on the results of the analysis of documents and the interview of programme managers, the reviewer received information that the career guidance activities conducted during the last academic year were of a regular and systematic nature. Among them, all activities can be divided into two main groups; the first includes a broad audience, the second - the target audience. For example, for everyone:

- 1) Educational programme's open days (at least 4 times a year);
- 2) Poster presentations of the educational programme within the Days of the SPSU applicant (at least 2 times per year);
- 3) Information materials, news, announcements and advertising banners placed on the main site of SPSU. The number of unique visitors to the site per month is from 140 000 to 220 000 depending on the season;
- 4) Conducting Guest lectures of professors on the SPSU site and educational institutions of St. Petersburg in the days of science (no less than 10 lectures a year).

**The target approach** is implemented in the Prospective Career Guidance Plan, which is approved for the academic year and involves:

–*work with students in general education schools:* a) permanent professional schools (young sociologist, psychologist, etc.), b) thematic lectures, c) systematic meetings with famous scientists and politicians, d) study tours, talks, presentations, e) visiting of SPSU Museums, f) information meetings with students and parents in educational organisations, g) lectures and elective courses in educational organisations, h) scientific and practical training (conferences, Olympiads, etc.);

–*various events for managers and professors during the academic year* (meetings, seminars, master classes). For example, the educational project "Students SPSU to School" includes a number of extra-curricular activities of different format and subject in the city's schools, which are conducted by students of the Bachelor's, Specialist, Master's and Post-graduate programmes of SPSU.

When assessing the effectiveness of career guidance work, the institution should take into account that, firstly, applicants are attracted to the opportunity to get an education in one of the most prestigious educational institutions not only in Russia but also in Europe, which adequately reflects the existing rating of the St. Petersburg State University and, in particular, the exclusive nature of the "Liberal Arts and Sciences" educational programme; secondly, the main directions of career guidance and preparation of applicants (including a variety of activities) are conducted in accordance with the plan of the entire SPSU.

#### ***Recommendations:***

1) ***To expand the use of career guidance based on the Internet resource.*** One must not forget that a significant number of applicants are represented by out-of-town schools graduates, which does not allow the institution to organise career guidance work with them directly on the territory of the educational institution;

2) ***To grant the "Liberal Arts and Sciences" faculty more independence in conducting career guidance activities and working with applicants;***

3) ***To pay attention and think over the possibility of including the results of the Unified State Exam on Mathematics in the list of admission tests for the "Liberal Arts and Sciences" educational programme.*** When enrolling in the direction "Arts and Humanities", applicants should submit certificates of the results of the unified state exam (USE) in Russian language, the foreign

language and history. However, the features of the content filling of a number of "Liberal Arts and Sciences" profiles are closely related to the natural sciences. For example, "Complex Systems", "Computer Science and Artificial Intelligence", "Cognitive Studies", "Life Sciences".

## CVs of reviewers

Reviewer's name: **Tatyana E. Berezkina**

Place of work, position	Moscow State Law Academy named after Kutafin, O.E.
Academic degree, academic title	Candidate of Economic Sciences, Associate Professor
Deserved titles, degrees	Honoured Worker of the Higher School of Russia, MSUA Veteran
Education	Higher education
Professional achievements	
Research interests	Teaching of economic and managerial disciplines in non-core educational institutions
Practical experience in the direction of the programme subject to assessment	Associate Professor, Department of Philosophy and socio-economic disciplines of Moscow State Law Academy named after Kutafin O.E. since 1995 (more than 20 curricula for bachelor, specialty and master's programmes), methodologist of the system of professional development of scientific and pedagogical workers since 2005

Reviewer's name: **Evgeniy V. Mironov**

Place of work, position	RANEPA, Vice-Director of the Social Sciences Institute
Academic degree, academic title	Candidate of Historical Sciences
Deserved titles, degrees	
Education	Higher education
Professional achievements	
Research interests	History of Russia in the Soviet and Post-Soviet Periods
Practical experience in the direction of the programme subject to assessment	Establishment of the Faculty of Liberal Arts College of RANEPA (2011), directing until January 2017, leadership of the FSES developer team "Public Policy and Social Sciences" (since 2012).

Reviewer's name: **Patricia Georgieva**

Place of work, position	Centre for Qualifications and Quality Support, Director
Academic degree, academic title	Master of Arts, PhD.
Deserved titles, degrees	
Education	Higher education
Professional achievements	ENQA Certified reviewer
Research interests	Assessment of quality and quality assurance of education
Practical experience in the direction of the programme subject to assessment	More than 10 years

Reviewer's name: **Flavio Boggi**

Place of work, position	Senior lecturer of the Faculty of Art History / Head of Department, College of the University of Cork
Academic degree, academic title	Master of Arts, PhD.
Deserved titles, degrees	
Education	Higher education
Professional achievements	Member of professional associations: Society for the History of Lucca; Society of the History of the City of Pistoiese; Society for the Study of the Middle Ages; Society for the Study of the Renaissance; Renaissance Research Forum in Ireland; Association of Researchers of Christianity in the History of Art.
Research interests	In his studies and publications, he considers such issues as civil religion, political identification, cult of saints, centre and periphery and patronage.
Practical experience in the direction of the programme subject to assessment	More than 10 years

Reviewer's name: **Konstantin Ivanov**

Place of work, position	SPSU, a student of the Master's programme
Academic degree, academic title	
Deserved titles, degrees	
Education	Higher education
Professional achievements	
Research interests	
Practical experience in the direction of the programme subject to assessment	