

The logo for AKKORK, featuring the word "AKKORK" in a blue serif font with a red underline.

*Agency for Quality Assurance in Higher
Education and Career Development*

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Approved

Chairman of the Advisory Council

V.D. Shadrikov

REPORT
on the results of the external assessment of
the Law Bachelor programme
Tambov State Technical University

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Moscow - 2017

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SUMMARY OF THE PROGRAMME

“Law” Bachelor programme was initiated by Tambov Technical State University in 2011. The discipline training is conducted in accordance with the requirements of the Federal State Higher Educational Standard for the (40.03.01 "Jurisprudence") field of study approved by the Decree No. 1511 of the Ministry of Education and Science of Russia dated 01.12.2016.

The on-site visit within the external programme assessment procedure was paid by AKKORK reviewers from the 12th to the 13th of October, 2017.

Strong points of the programme

1. The focus on the practice-oriented education contributes to education results advancement to requirements of the employer community.
2. The content of the curricula used in education is discussed with the participation of employers' representatives.
3. A considerable part of employees from the university's teaching staff has got practical experience in the law sphere.
4. The university maintains direct interaction with employers.
5. The programme is organized in line with the Tambov region development strategy and prepares specialists entirely for the needs of the region.
6. The programme has got a potent scientific and methodological basis, is sufficiently provided with materials, procured with the qualitative internal and external labour resources.
7. The programme has a logical structural organization and is linked by context. Any professional competencies block can be eventually separated into a separate educational trajectory.
8. A natural combination of the professional competency block modules with the modules of social, communicative, basic competencies block within the programme theoretically enables students to acquire all the knowledge, competence and skills to commence production activity successfully.
9. Good lecturer-student-proportion, i.e. limited number of students per lecturer.
10. Good care and support of students by lecturers.
11. Students are before the start of a study year (or semester) informed about the content of a subject, the learning/teaching and testing methods (by electronic information).
12. Student/graduates are said to have a broad mindset (compared with students/graduates from other universities).
13. The programme is well structured with different possibilities to specialise, i.e. different specialisations within the Bachelor (BA) program.
14. Lectures are given not only by “inhouse lecturers” (employees of the university) but by professionals from different spheres as well.
15. Lecturers are long time lecturers, reliable and well qualified due to decent payment, access to advanced training as well as intrinsic and extrinsic (bonus payments) motivation.
16. Lecturers are aware of different teaching and testing methods and use them.

17. Close cooperation between management of the Law programme (dean, head of chairs/departments) with professionals (persons working as lawyers, for companies or state institutions).

Weak points of the programme

1. The university lacks the developed process approach to work performance causing the discipline teaching quality to depend largely on a lecturer's personality.
2. Foreign specialists are not engaged in teaching the academic disciplines.
3. Students are not fully involved in the research work carried out by the university's departments.
4. The bachelor's programme is not designed for the student-centered education by selection of tasks of various degrees of complexity depending on the basic training level of admittees.
5. Textbooks with actual laws are lacking.
6. The degree of internationalization should be increased on all levels (students, lecturers, exchange programs, content of studies, language learning, scholarships, participation at international competitions and conferences). At the moment there exists a chair of international law but no institutionalized international contacts, exchange, participation in international competitions, e.g. Jessup (<https://www.ilsa.org/> and <https://www.ilsa.org/jessuphome>), teaching in English language, participating in United Nations (UN) activities <http://www.un.org/en/sections/resources/students/index.html> .

The main recommendations

1. In order to ensure the proper level of scientific researches conducted, it is recommended to organize a procurement system of foreign literature and foreign legal bases.
2. Attract foreign specialists to teaching the academic disciplines.
3. In order to improve the quality of graduate qualification work on scientific researches conduction, it is advised to pay considerable attention to the comparative analysis to be carried out.
4. Ensure involvement of students in the research work carried out by the university's departments.
5. Provide an opportunity for students to participate in the international scientific events and internships.
6. More practical elements and times for practical experience as well as positive motivation of students to use lecture free times for practice in companies and state institutions.
7. (Future) Lecturers could be recommended to work/assist from time to time in companies and/or state institutions to gain/update practical knowledge.
8. Teaching staff is advised to expose the students to actual law enforcement practice.
9. It is recommended to consider the possibility of inviting foreign teachers to provide lessons of English. Students feel the possibility and necessity of communication in English, so they tend to learn English and to practice it.
10. It is recommended to use the analysis of practical cases in thesis works.

11. Lecturers could edit scripts with actual legal texts (if not or not quickly enough available on the market).

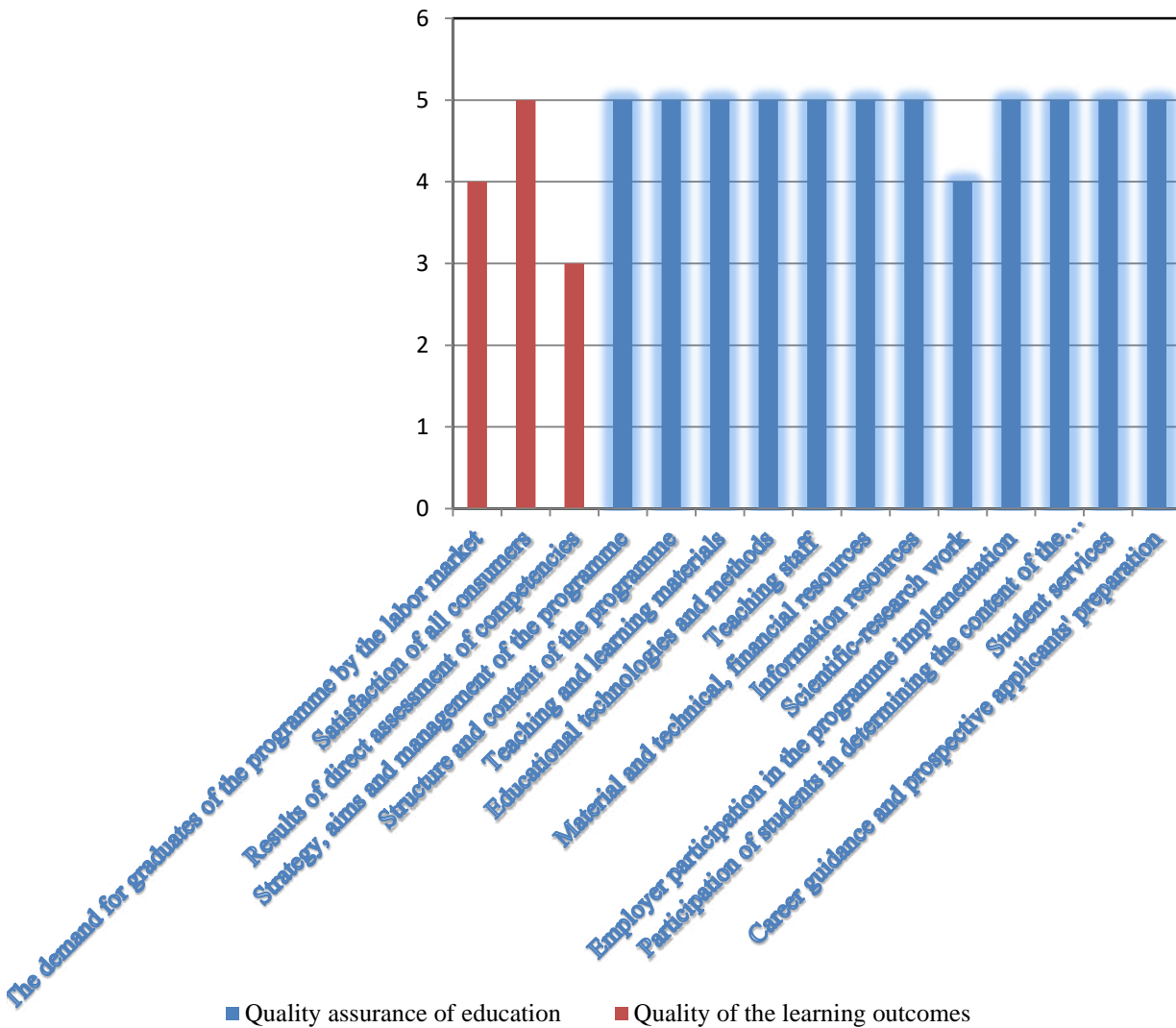
12. Internationalization: the lecturers of International and European Law should improve their English, participate in international conferences, and start with their students to participate in international competitions in International Civil Law and International Public Law (e.g. Jessup). Students should get the possibility to learn English throughout their studies (not only the first two years). Talented and interested students should be able to study for a semester abroad. It should be made possible to invite foreign guest lecturers and foreign persons for English language practice. If students feel the possibility and necessity to communicate in English language they are more motivated to learn English and practice it.

Assessment profile of the learning outcomes and quality assurance of education

No.	Criterion	Assessment
<i>I</i>	<i>Quality of the learning outcomes</i>	
	The demand for graduates of the programme by the labor market	4
	Satisfaction of all consumers	5
	Results of direct assessment of competencies	3
<i>II</i>	<i>Quality assurance of education</i>	
	Strategy, aims and management of the programme	5
	Structure and content of the programme	5
	Teaching and learning materials	5
	Educational technologies and methods	5
	Teaching staff	5
	Material and technical, financial resources	5
	Information resources	5
	Scientific-research work	4
	Employer participation in the programme implementation	5
	Participation of students in determining the content of the programme	5

	Student services	5
	Career guidance and prospective applicants' preparation	5

Profile of marks of learning outcomes and quality assurance of education



QUALITY OF THE LEARNING OUTCOMES

1. Demand for the graduates of the programme on the federal and regional labor market

Criterion assessment: Good

Analysis of the role and place of the programme

The assessed programme occupies a leading position in the market of educational services in this area in the Tambov region.

The main competitor of TSTU in this field of study is the Tambov State University State University named after Derzhavin.

The advantages of these competitors include the availability of state-funded places in the "Law" field of study, disadvantages – the programmes offered by competitors are not focused on the regional needs for personnel at industrial enterprises of Tambov Region.

The advantages of the analyzed programme can be designated as orientation towards personnel training for the region – Tambov Region– namely, the specialists training for the enterprises headquartered in Tambov Region.

One of the discipline training peculiarities of the analyzed programme is that skilled specialists with the long-term experience of work in the sphere of advocateship, judicial authorities, legal support of enterprises, organizations, institutions of various legal forms of organization, are engaged to the educational process. The industry-specific training at all bachelor's courses is firmly integrated in the work of the "Student Legal Reception" Legal Clinic of TSTU supervised by Kosov Roman, an associate professor of the "Labour and Entrepreneurial Law" department, as well Vladimirets Valeriy, a teacher of the "Civil Law and Legal Procedure" department, a lawyer and chairman of the "Tambov Regional Bar Association" non-profit organization presidium.

The innovative practices of advanced communication technologies application are, based on the programme, implemented actively at the higher school. The basis for such work is formed by the co-operation of the "Civil Law and Legal Process" department with the "Narodniy Vopros. RF" open social legal system Aimed not only at enhancement of the effectiveness of work experience and educational internship of students-lawyers, but also at improvement of an interactive constituent of the educational process.

The program is structured taking into account recommendations of employers. Interviews with students revealed an optimistic attitude to find decent job offers after graduation within time.

The analysis of the data provided by the university

- *14% of students combine studies at the university with work whereupon 100% of this number is under the specialization discipline*

- 60% of the 2016 graduates were able to get employment under the field of study (specialization) undergone using the programme, within one year upon graduation from the university. The other 40% are serving at the Russian Armed Forces
- The share of graduates who are employed at the request of enterprises – none.
- The share of students educated by the request of employers, for example, based on tripartite (target) agreements – none.
- The share of graduates working in the field of specialization in the region is 100%.
- Number of complaints on graduates – none.
- The number of positive feedbacks on the work of graduates from organizations – 7 pcs.
- The share of students within the programme who have been admitted to Master's Programme and completed the training under the Bachelor's Programmes is 48 %.

2. Satisfaction of consumers with the learning outcomes

Criterion assessment: Excellent

The interview results of employers throughout the entire Institute of Law of TSTU have demonstrated that the share of employers who deem the graduates' competencies to comply fully with the requirements set to modern specialists in the industry, constituted 76%.

21% considers the graduates' competencies to comply substantially with the current requirements set to specialists in this sphere, however, there are insignificant remarks.

Those who consider that the competencies of only a small group of graduates comply with the current requirements to specialists in this sphere constituted 3%.

Incompliance with the requirements to specialists in this sphere - 0%.

The employers have noted satisfaction with the level of graduates' professional and general competencies that comply substantially with the current requirements to specialists in this sphere

In the meantime, the employers have stated that, in some cases, bachelors lack practical skills, and there's a need to finish teaching of graduates at the workplace.

The interview and survey results of students have revealed that 100% of students are satisfied with education results.

In the meantime, the students have stated that there possible improvements to the programme under the following criteria:

- exchange organization with foreign higher educational institutions;
- organization of participation in the international scientific events.

3. Direct assessment of competencies by the reviewers

Criterion assessment: satisfactory

During the on-site visit, direct assessment of the graduates' competencies was conducted. The direct assessment was attended by the 4-year bachelor's programme students.

To analyze the formation of competencies, the reviewers selected the following:

1. Assessment of competencies characterizing the person's personal qualities, which are an integral part of one's professional competence:

- GC-2 "Ability to Discharge Professional Obligations and Comply with the Lawyer's Ethical Principles".

2. Assessment of competencies aimed at communication development, maintenance and improvement:

- GC-3 "An Ability to Improve and Develop one's Intellectual Potential and General Cultural Level".

3. Assessment of the professional competencies ("competence core"), including the competencies reflecting the need (requirements) of the regional and/or federal labor market depending on the main consumers of the graduates of the programme:

- PC-5 "Ability to Apply Laws and Regulations, Implement Rules of the Substantive and Procedural Law in the Professional Activity";

- PC-6 "Ability to Assess Facts and Circumstances Correctly in Legal Terms";

- PC-7 "Ability to Interpret Laws and Regulations Competently";

- PC-8 "Ability to Take Part in the Due Diligence of Draft Laws and Regulations, Specifically to Identify the Provisions Being Conductive to Formation of the Conditions of Corruption Manifestation; Provide Competent Legal Opinions and Consultations in the Particular Spheres of Legal Activity".

On performing the procedure of direct assessment of competencies, students were given the case studies suggesting a need of teleologic interpretation of the regulations of current legislation. Including the cases dealing with the principle of good faith (double sale, sale of the property of another).

Based on the direct assessment of competencies results, the reviewers has discovered the following:

Level	Sufficient level (students coped with 80 % of the proposed tasks)	Acceptable level (percentage of the solved tasks is from 50 to 79 % of tasks were fulfilled)	Low level (percentage of the solved tasks is less than or equal to 49 %)
Share of students			
Results of direct assessment of competencies characterizing the personal qualities of a person, which are an integral part of their professional competence			
100 %	+		

The results of direct assessment of competencies aimed at the development, maintenance and improvement of communications			
100 %	+		
The results of direct assessment of professional competencies ("competence core"), including the competencies reflecting the need (requirements) of the regional and/or federal labor market, depending on the main consumers of the graduates of the programme			
10%	+		
40 %		+	
50 %			+

On quality assessment of education, the reviewers got acquainted with 6 bachelor's programme graduate qualification works that amounted to 24% of the graduate works in this field of study from the previous year.

GRADUATE QUALIFICATION WORKS

No.	Objects of assessment	Reviewers commentaries
1.	Topics of graduate qualification works correspond to the field of study and current level of science, technology and (or) technologies development within the programme.	The graduate qualification work theme corresponds essentially to the level of training and current level of science development. However, the graduate qualification work analysis bears evidence to the lack of the comparative analysis on graduate qualification work completion.
2.	The tasks and contents of graduate qualification works are aimed at confirming the formation of the competences of a graduate.	100 %

3.	The degree of use in the independent research parts of materials of graduate qualification works collected or received during the pre-diploma practice and the implementation of course projects.	100 %
4.	Topics of graduate qualification works are defined by the requests of the production organizations and the tasks of the experimental activity, which are solved by the teachers of the educational institution.	100 %
5.	The results of graduate qualification works find a practical application in production.	100 %
6.	Degree of use in the independent research parts of the graduate qualification works of the results of the research work of the department, faculty and third-party research and production and / or research organizations.	In accordance with the reference list of analyzed graduate qualification work, the scientific and research results of the university's department or faculty were not used within execution of the independent research sections in the graduate qualification work.

Conclusions and recommendations of reviewers

Conclusions

In general, the graduate qualification work themes correspond to the level of training and current level of science development, however, in some cases, a scientific nature of the conclusions made in the qualification work causes doubts.

Furthermore, the graduate qualification work analysis has demonstrated that, while conducting qualification work researches, the students, in fact, fail to use the foreign experience and apply the comparative analysis.

Recommendations

1. It is recommended to include the questions related with the lists of specific items of students' dissatisfaction in students' questionnaires. And conduct such questionnaire surveys within 3 years upon graduation from the university. It is also advised to consider these

questions at the meetings of administering departments in order to take further measures on programme modification, if required.

2. In order to improve the quality of graduate qualification work on scientific researches conduction, it is advised to pay considerable attention to the comparative analysis to be carried out.

3. The TTSU should foster the capability of students to think abstractly, autonomously and solve cases independently using methods of search for information (applicable law), its interpretation, logic and subsumption. This needs constant training throughout the law studies.

4. In order to increase the level of employers' and graduates' satisfaction with the education results, it's recommended to collect feedbacks on an annual basis: from the employers, under the results of internship and actual employment; from the graduates, under the results of programme completion. This question can be framed as follows in the feedback forms for the graduates: in your opinion, the teaching process of which disciplines is to be changed, improved, and in what aspects exactly. This question can be framed as follows in the feedback forms for the employers: what competencies do students lack (for the employers).

5. It is recommended to use the analysis of practical cases in thesis works.

6. Internationalization: the lecturers of International and European Law should improve their English, participate in international conferences, and start with their students to participate in international competitions in International Civil Law and International Public Law (e.g. Jessup). Students should get the possibility to learn English throughout their studies (not only the first two years). Talented and interested students should be able to study for a semester abroad. It should be made possible to invite foreign guest lecturers and foreign persons for English language practice. If students feel the possibility and necessity to communicate in English language they are more motivated to learn English and practice it.

QUALITY ASSURANCE OF EDUCATION

1. *Strategy, aims and management of the programme*

Criterion assessment: excellent

Strong points

The bachelor's programme objectives are stated clearly and accurately, and have been coordinated with the professional sphere. The programme corresponds to the current level of knowledge for the specialization as well as fosters the formation process of social competences and graduates' personal development.

The programme objectives promote the constant increase of the level of students' practical skills and employment after graduation from the university. Many bachelor's programme graduates continue education in the same university at the master's programme level.

Monitoring results testify to the fact that programme objectives meet students' educational needs.

In the process of self-assessment, the data on teachers' satisfaction with the personnel policy and applicable motivation system have been presented.

A strong point of the programme is course saturation with interactive forms of education; orientation of the disciplines studied towards professional competencies formation; engagement of the teachers having practical experience of work and practical training methods organization.

A strong point of the programme is also designated as the fact that the strategy is implemented jointly with governmental, local authorities, other institutions and professional organizations.

The programs are designed according to federal regulations and needs of the regional labor market. As far as federal regulations allow, the program management uses freedoms for elective courses related to different specialisations in the spheres of civil and public law.

The program management cooperates closely with employers of the economy and state institutions when designing and updating the programs. Professionals from economy and from state institutions are involved into the learning/teaching process. This enhances the practice orientation of the programs.

Under interview results, the reviewers makes a conclusion on the fact that the accredited programme can compete at the national (however, not at international) market of educational services, and national labour market.

Recommendations

To form a separate internationalization strategy of the program.

2. *Structure and content of the programme*

Criterion assessment: Excellent

Strong points

A strong point of the programme is its practical orientation ability.

The programme corresponds to the Federal State Education Standards and has been agreed with the employer and fully complies with their requirements. The distribution of learning courses and internships by years of study corresponds to the correct logical sequence of discipline study. Students' academic load is balanced. The curriculum is saturated with educational, work experience internships by discipline, and research internships. Furthermore, the types of internships provisioned combine the theoretical and practical aspects.

The programme has many elective courses to choose from.

When distributing the academic disciplines in the curriculum by years, the logical sequence, interdisciplinary relations, discipline continuability have been taken into account. For instance, in accordance with the curriculum, the following disciplines are planned to be undergone by semesters: theory of state and law (2, 3 semesters); civil law 5, 6, 7, 8 semesters); financial law (5, 6 semesters); civil and legal agreements in the financial sphere (9 semester).

As part of Russian culture the student-lecturer-relations are very personal, i.e. success of students depends considerably on positive personal relationships with lecturers. Therefore it is a special responsibility and task of lecturers to encourage students to make their own points, argue independently of the opinion of a lecturer and even against them. This should not be understood as a personal offence but as a success in the process of individualisation and personal development. The extracurricular invitation to participate in a “pro and con” seminar is a positive example!

Student/graduates are said to have a broad mindset (compared with students/graduates from other universities).

Recommendations

Attract foreign specialists to teaching the academic disciplines.

3. *Teaching and learning materials*

Criterion assessment: Excellent

Strong points

A strong point of the programme is the extensive use of information technologies, electronic and library systems.

Under the questionnaire survey presented by the TSTU and the results of which were confirmed in the course of the on-site visit, the majority of students reckon that their opinion is taken into account in TLM elaboration and update.

The programme is fully procured with teaching and learning materials.

The themes of tests, term papers and thesis projects are updated on an annual basis.

Recommendations

1. It is recommended to enter a requirement to monitor legislation at least once a month in the documents governing TLM update/or teaching staff work. As it is worthy mentioning that, in some cases, the outdated version of legislation is used.

In that way, within the "Civil Law" discipline, the theme 21 "General Provisions on Obligations" (page 14) stipulates consideration of the bank guarantee institute having slipped out of existence in the Russian system of justice since 2015.

2. With view to the diversity of learning processes, diverse media for learning could be developed (chat rooms, films, virtual and real projects ...) so that students can train themselves independently of their presence in lectures.

3. It is recommended to increase up to 30% the use of practical elements in the teaching; moreover to increase the time of practice in order to motivate students to use their spare time to practice in companies and public institutions.

4. Teachers are advised to present actual law enforcement practice to students.

5. It is recommended to purchase books with the actual law, as from the point of view of students, not enough textbooks (books) with the current legislation are presented. In the field of public international law: the Russian Federation as a member of the Council of Europe, is one of the many subjects of the judgment of the European court of human rights (ECHR). The case can be explored, students can offer their own, informed decisions; and decisions of ECHR should be taken into account when assessing the possible human rights violations in the Tambov region.

6. In the field of international civil law could be discussed (during the course) the Convention of the United Nations (UN) on the international sale of goods (which was ratified by Russia and became part of the Russian legislation) and to discuss judicial decisions around the world (after students have offered their own points for and against by position-specific cases). <https://www.uncitral.org/pdf/english/texts/sales/cisg/V1056997-CISG-e-book.pdf> Global legislation on sales: <http://www.cisg-online.ch/>.

4. Educational technologies and methods

Criterion assessment: Excellent

Strong points

The educational technologies and methods applied in the course of lectures, practicals and laboratory practicals within the professional programme contributes to effective formation of the competencies stated by the educational standard. Interactive methodologies in the course of lectures are conducive to a more sound assimilation of theoretical knowledge by students. The practicals apply case study methods- the methods to solve problems that contribute to accumulation of practical skills and knowledge related with the prospective professional activity of programme graduates.

The point rating system of assessment implemented extensively in the educational process fosters a more intensive formation of knowledge, skills and competencies, and teaching process individualization.

The use of innovative educational technologies and practices within the professional programme is ensured by creation of the relevant content of teaching and learning materials (TLM). For instance, the methods of practical situations resolution (case studies) have been enabled to be widely applied due to development of evaluation tools by the academic disciplines wherein test and exam materials of exactly this type were presented.

One competitive advantage to be noted is the application of advanced technologies and methods of educational activity. Students have an opportunity to participate in the university's arrangements: round tables, excursions at the enterprise, communication with invited speakers, use of library resources; active teaching methods are applied, etc.

The curriculum provides for the availability of optional disciplines (elective upon students) that enables every student to form the individual trajectory.

Students learn step by step how to understand/interpret laws and how to solve cases.

Lecturers are aware of different teaching and testing methods and use them.

In the course of the on-site visit, the reviewers has attended a lesson of the bachelor's programme the analysis results of which are presented below.

Teacher's name, surname, patronymic *Subocheva Vialina*

Group/specialization *BUR 31*

1. Discipline/module *Constitutional Law of Foreign Countries*

2. Type of the learning session

- lecture
- + seminar
- laboratory work
- practicals
- complex class _____
- other _____

3. Subject of the learning session: *Social System's Constitutional and Legal Principles*

ASSESSMENT OF THE PROFESSOR

No .	Analysis criteria	Indexes	Rating (0, 1, 2)
1	Compliance with the training schedule	Timely start, end of class, time-balanced sections.	2

2	Organizing time	Greeting. Topic, goal messaging (connection of the goal with the competences formed).	2
3	Motivation of listeners for upcoming activities	Indication of relevance, the formed professional and / or social and personal competencies.	2
4	Psychological climate in the audience	The presence of positive emotional interaction between the professor and students; mutual benevolence and audience involvement.	2
5	Quality of presentation	Structured material; the clarity of the definition of current tasks; systematic and accessible presentation; adaptability of presentation to the peculiarities of the audience; availability of examples, relevant facts.	2
6	Conformity of the content to the course programme	Compare with working curriculum of the discipline (teaching and learning materials).	2
7	Use of visual materials	A textbook, a workshop, handouts, tables, drawings, etc.	2
8	Oratory	Audibility, intelligibility, euphony, literacy, speech tempo; facial expression, gestures, pantomime; emotional saturation of the performance.	2
9	Audience sensitivity	The ability to respond in time to changes in perceptions of the students.	2
10	Civility in relation to students		2

11	Methods of organizing attention and regulating students' behavior	Increase of interest among listeners (original examples, humor, rhetorical techniques, etc.); involving listeners in a dialog, into the process of performing tasks, etc. But not: open call for attention of listeners; demonstration of disapproval; psychological pressure, blackmail.	2
12	Maintaining "feedback" with the audience during the class	Learning control	2
13	Summarizing the learning session (<i>reflection organization</i>)	The organization of reflection, during which students actively discuss the outcomes	2
14	Image	Compliance with corporate style, presentability, charisma	2
15	Final grade		2

Recommendations

1. With view to the future, i.e. further digitalisation of all spheres of life and global competition in economy and in governance, the TTSU should try to preview future developments and their relevance for law studies. Implement the process approach in teaching and organize interdisciplinary virtual or real projects with other faculties where bachelor's programme students could apply their knowledge practically: to give solution oriented and law respecting advice.

2. In the present situation, i.e. some years after the change from diploma degree to BA degree the TTSU should reflect (again): Which learning and teaching methods should be applied in the BA programme?

3. It is recommended to use in teaching process various media (chat rooms, movies, virtual projects) in order to allow students to learn independently of the presence in the classroom.

5. Teaching staff

Criterion assessment: Excellent

Strong points

The educational process under the programme is ensured by the qualified teachers with higher professional education, corresponding to the specialization of the discipline taught, conducting scientific and research work, having science degrees and/or academic titles. The supervisors and leading specialists of Russian companies also participate in the teaching process of some disciplines. The quality of staffing in the educational process is defined both by the qualitative teaching staff attracted to the educational process, and staff level.

The teaching staff in the field of study is formed on the basis of the following categories:

- 1) teachers engaged predominantly in the academic work;
- 2) teachers-practitioners.

The key teaching staff (100%) engaged in education of civil and legal, state and legal disciplines students have basic field-specific education in the field of disciplines taught. The share of teachers with the science degree and academic title, constitutes 79%.

With view to small groups and a good lecturer-student proportion, there are in general close and positive relationships students-lecturers. Students may come to contact hours and pose questions. Lecturers are ready to help and assist within the learning process individually.

Lecturers are long time lecturers, reliable and well qualified due to decent payment, access to advanced training as well as intrinsic and extrinsic (bonus payments) motivation.

Recommendations

1. It is desirable to employ foreign teachers for conducting master classes (once a year).
2. It is required to increase the number of teachers co-operating with foreign higher educational institutions by financial or moral encouragement.
3. Teaching staff is recommended to undergo training in companies, public institutions for acquiring practical knowledge in the subjects taught (1 time per year).
4. It is recommended to consider the possibility of inviting foreign teachers to provide English language lessons. Students expressed their wish to communicate in English, so they tend to learn English and to practice it.

6. Material, technical and financial resources of the programme

Criterion assessment: excellent

Strong points

The number of lecture rooms, department premises, funds and library reference room, college laboratories and equipment contributes to achievement by students of the suggested results of education, i.e. they are creating the atmosphere favourable for education.

The TSTU territory corresponds as far as it is necessary to the conditions of unobstructed, safe and comfortable passage of disabled people and persons with limited health opportunities.

The educational building at the address 112 E, Michurinskaya Str., Tambov and TSTU's swimming pool are adapted to the persons with locomotor system disorders. They provide for the accessibility of paths of motion; availability of the informational and

navigation support means; staircases are complemented with ramps; staircases and ramps are equipped with handrails; doors and staircases are of contrast colours; parking places for disabled people's vehicles are allocated near the educational building. Entries to the educational building and swimming pool carcase are located at the ground level and have no doorstep. The doorway width allows a wheelchair to pass freely.

Educational facilities (lecture rooms, practicals rooms, educational working rooms, library and other premises) provides for a possibility to have 1-2 places equipped for disabled students and students with health limitations for each type of disorder.

Students' educational places are organized due to account for the wheelchair access and turn, pathway width increase between table rows.

Recommendations

1. In order to ensure the proper level of scientific researches conducted, it is recommended to organize a procurement system of foreign literature and foreign legal bases.

2. Almost no budget places for students. Talented students should have a bigger chance for scholarships and/or study loans. To finance these TTSU could cooperate with corporations and state institutions (future employers) to raise funds (e.g. in Germany some scholarships are co-financed 50%-50% by economic companies and the state)

7. Information resources of the programme

Criterion assessment: Excellent

Strong points

The university widely uses both electronic bases of teaching and learning materials, scientific literature (digital and scientific materials storage on the university' portal; library's page with an access to electronic catalogue), and the library holding on paper media. Constantly updated teaching and scientific literature, the literature lists recommended by teachers by every discipline, and information provision of the programme contribute to achievement of the anticipated educational results by students.

A strong point of the programme is the implemented educational process using the electronic and educational medium operating in the university and including the educational institution's electronic library <http://tstu.ru/r.php?r=obuch.book.elibt> that consists, among other things, of the subscription to various electronic and library systems, electronic journals, etc.

At the same time, the information resources employed by university contain the insufficient quantity of foreign periodical publications (journals).

Recommendations

It's recommended to open access to periodical scientific and foreign journals on the Internet resources, and to foreign legal bases (HeinOnline, Westlaw, LexisNexis).

8. Scientific-research work

Criterion assessment: good

Strong points

A strong point of the scientific-research work is the active co-operation with government authorities in case of arising questions that entail difficulties in the law enforcement practice and practical demand for the results of university's scientific and research work.

The university co-operates closely with the Plenipotentiary on Human Rights in the Russian Federation for Tambov Region.

The interview results of employers have revealed that the reviewers opinions given in the university enjoy renown in the law enforcement practice.

Recommendations

1. Develop a set of arrangements centered on establishment of scientific ties with distant countries. For instance, this set can include joint conferences to be held. During the on-site visit, the reviewers have established that the university lacks scientific ties with distant countries.

2. Ensure involvement of students in the research work carried out by the university's departments. It can be done on engaging students in the projects implemented by the department. The interview results of students have demonstrated that students are not aware of the primary directions of scientific and research work carried out by the university's departments. At the same time, students, within the interview, have expressed their desire and readiness to take active part in international scientific events and internships.

3. Provide an opportunity for students and professors to participate in the international scientific events and internships.

4. For further internationalisation the publishing of articles in foreign, especially in English language published journals could be fostered. Lecturers could be motivated to participate in foreign and international conferences and, second step, organise such conferences themselves.

9. Employer participation in the programme implementation

Criterion assessment: excellent

Strong points

The university has set requirements to involvement of employers' representatives in programmes implementation:

- Standard rates of part-time skilled employees to be attracted as teachers to implementation of the programme in line with the FSES 3+ is at least 5% for the programme; civil and legal specialization of part-time skilled employees is 12%; state and legal specialization of part-time skilled employees is 11%.

- The requirement to employers to be engaged in the designing process of educational results and learning results under a specific programme in accordance with the Regulation of Tambov State Technical University interaction with partner organizations <http://tstu.ru/general/docum/pdf/reglament.pdf>. The requirement to employers to be engaged in the current and interim control of students' educational results in the programme course.

Employers and social partners are attracted directly to development of the key professional programme elements: the curriculum, professional competencies required for the students to legally support state and municipal authorities, enterprises and institutions; structural constituents of competencies being measurable indicators of education; competency model as a whole; work programmes of academic disciplines and evaluation tools thereto; other teaching and learning materials.

Employers and social partners are engaged in the annual update process of teaching and learning materials for the programme in line with the development dynamics of industry-specific legislation and law enforcement practice due to account for the legal doctrine development. Recommendations and offers of employers and social partners are, among other things, reviewed at the meetings of "Civil Law and Legal Procedure" department conducted with the participation of commercial structures, state and (or) municipal authorities representatives; the offers and recommendations of those who developed them.

10. Participation of students in determining the content of the programme

Criterion assessment: excellent

Strong points

Students take part in determination of programme content by providing feedbacks on the discipline quality. The feedbacks are collected from students and are used in order to improve factual educational results as well as to increase the quality assurance of education as follows:

1. Through the annual participation of students in the rating process of teachers. The teacher rating results form a criterion of teachers assessment while undergoing competition procedures.

2. By questionnaire survey of students regarding the level of satisfaction with the quality of the educational services obtained as well as to detect students' remarks and suggestions. The questionnaire survey is conducted on a regular basis at least once a year in the electronic or blank form.

Students' opinion regarding their participation in the educational process organization and management: 72% replied that they can influence on the decision-taking process; 12% replied that can not influence on the decision-taking process and 16% remained neutral.

TLM content is normally modified for the upcoming year by teachers themselves, among other things, under results of the questionnaire surveys conducted by teachers independently upon course completion by correlating students' expectations and their level of

satisfaction under the results of lessons. Such questionnaires generally collect students' suggestions TLM update as well.

As a result, the following data have been obtained in the questionnaire survey "Assessment of Students' Level of Satisfaction with the Quality of Services Obtained in 2016-2017". The replies to the question "Is your opinion considered on elaboration of the content for the programme under which you study?" are distributed as follows: yes – 82%, no – 6%, it's hard to say – 4%, I didn't know it was possible – 8%.

11. Student services at the programme level

Criterion assessment: excellent

Strong points

Educational activities in the university are carried out in accordance with "The Concept of Educational Activities with Students at TSTU, University Charter and University Development Strategy to 2018. The concept of educational activities is implemented through the mechanism of target projects realization using administrative resources and student government bodies.

The university developed a programme of educational activities for the period of student training at Tambov State Technical University.

The following programmes apply in the university:

- programme of spiritual and moral education of students at Tambov State Technical University for 2017-2020;

-programme of activities (arrangements) focused on formation of the law-abiding behaviour of students; prevention and elimination of the offenses caused by illegal drug trafficking for 2016-2020;

-comprehensive programme on primary prevention of drug addiction and HIV-infection among TSTU students;

-comprehensive programme of TSTU activity in the sphere of recreation and promotion of healthy lifestyle among employees and students.

The educational activities management system in the university has a three-tier organizational structure. Each of the base levels -university, institute (faculty) and department, has the tasks and objectives corresponding to the structural level of engaged subdivisions defined. The core task of the educational activities with students is to create conditions for their active lifestyle, identity formation and personal fulfillment.

The educational activities in the institute (at the department) are managed by the institute director (Dean of the faculty). In order to organize educational activities in study groups, curators are appointed from the most experienced teachers pursuant to the recommendation from heads of the departments and institute directors (Deans of the faculties) based on the Rector's order. They provide the comprehensive assistance to students to form the students core group of most communicative, vivid personalities; ensure

educational guidance of the student council; assist students in implementation of scientific and creative skills, etc.

12. Career guidance. Assessment of the training quality of prospective students

Criterion assessment: excellent

Strong points

Career guidance and prospective applicants' preparation for TSTU are ensured by the Continuous Education Administration, and the career guidance department and pre-university training department forming its parts.

TSTU has been actively developing a system of interaction with regional schools in various directions starting with the competitions, joint arrangements, awareness-building programmes on most essential questions of pupils of various age categories, to the multi-year joint implementation of the subject-oriented education of senior high school students.

TSTU conducts a whole series of academic competitions for pupils on its basis jointly with the leading higher educational institutions of the country (<http://www.tstu.ru/r.php?r=postup.abitur.olimp>). The academic competitions of various fields of specialization and study enable prospective students to show their abilities. Nominations and subject areas of academic competitions encompass all the training directions at the higher educational institution, the most significant disciplines, therefore, the participants interested in and motivated the most by further education in the higher educational institution take part therein.

SUMMARY OF THE REVIEWERS

Albrecht Drobning

Place of work, position	Professor of German, European and international economic law at the Technical University of Cologne (University of applied Sciences)
Academic degree, academic title	Doctor of Law
Education	higher, law

Mikhail Shavaleyev

Place of work, position	Private law research center of S.S. Alekseyev under the President of the Russian Federation, a consultant
Academic degree, academic title	Ph.D. (Law)
Education	higher, legal

Olga Muravyova

Place of work, position	Senior Lawyer of the Sminex Group of Companies (sminex.com)
Education	higher, legal

Anna Zaitseva

Place of work, position	Student, Kutafin Moscow State Law University
Education	