

Decision of the FIBAA Accreditation and Certification Committee



1st Meeting on 26 February 2021

PROGRAMME ACCREDITATION

| | |
|--------------------------------------|---|
| Project Number: | 19/117 |
| Higher Education Institution: | The Russian Presidential Academy of National Economy and Public Administration (RANEPA) |
| Location | Moscow, Russian Federation |
| Study Programmes: | <ol style="list-style-type: none">1. International Economic Relations in the Context of Globalization (Bachelor)2. International Economic Cooperation (Master in International Policy Studies) |
| Type of Accreditation | Initial Accreditation |

The FIBAA Accreditation and Certification Committee has taken the following decisions:

According to § 12 (2) in conjunction with § 16 (1) in conjunction with § 16 (2) of the “Special Conditions for awarding the FIBAA Quality Seal for Programme Accreditation “FIBAA Programme Accreditation””, the study programmes are accredited with one condition.

Period of Accreditation: 26th of February 2021 until 25th of February 2026

Condition:

- **RANEPA will bring its regulations on recognition of study periods abroad in full accordance with the Lisbon Recognition Convention (see chapter 3.2).**

Proof of meeting this condition is to be supplied by 25th of November, 2021.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution (HEI):

The Russian Presidential Academy of National Economy and Public Administration (RANEPA)

Study programmes:

1. Bachelor programme:

International Economic Relations in the Context of Globalization

2. Master programme:

International Economic Cooperation

Qualifications awarded on completion:

1. Bachelor
2. Master in International Policy Studies

General Information on the study programmes

Brief description of the study programmes:

The Bachelor programme "International Economic Relations in the Context of Globalization" is a four-year programme with a workload of 240 ECTS credit points. It aims to educate students to navigate the main modern trends of world political development; to understand the prospects and possible consequences of global political processes for Russia; who have knowledge and understanding of the main directions of the foreign policy of leading foreign countries, the peculiarities of their diplomacy and relations with Russia. Graduates can find employments in the field of the foundations of the humanities as well as in social, economic, mathematical, and natural sciences; in the field of international economic relations in the context of globalization or in the field of international economic relations in the context of globalisation.

The Master Programme "International Economic Cooperation" is a two-year programme with a workload of 120 ECTS credit points. It prepares students in various fields of international political, economic, scientific, and technical information; of political, legal, and cultural regions of the world as well as in the field of diplomacy and foreign policy of the Russian Federation and international relations of Russian regions. Graduates can work in international organisations, government agencies, federal and regional regulatory and administrative authorities - as diplomatic employees who develop and make decisions; in analytics departments of business community structures and government corporations - as experts, analysts and policymakers; in commercial, non-profit and public organisations of international profile that carry out consulting, information, research and lobbying activities - as analysts, experts on international issues, project managers; in scientific, departmental and non-governmental organisations and entities with international issues - as experts, analysts and research scientists or in mass media - as columnists and analysts.

Both programmes are offered on the RANEPА's Moscow campus only.

Type of study programmes:

Bachelor programme and Master programme

Projected study time and number of ECTS points assigned to the study programmes:

Bachelor programme: 4 years and 240 ECTS CP

Master programme: 2 years and 120 ECTS CP

Mode of study:

Bachelor programme: full-time

Master programme: full-time

Didactic approach:

Both study programmes: with obligatory class attendance

Double/Joint Degree programme:

no

Enrolment capacities:

Bachelor programme: 60

Master programme: 30

Programme cycles start on:

1st September of each year

Initial start of the programmes:

Bachelor programme: 1st September 2011

Master programme: 1st September 2001

Type of accreditation:

Initial accreditation for both programmes

Procedure

A contract for the initial accreditations of the RANEPА's Bachelor programme "International Economic Relations in the Context of Globalization" (qualification: Bachelor) and Master programme "International Economic Cooperation" (qualification: Master in International Policy Studies) was made between FIBAA and the autonomous non-profit Agency for Higher Quality Assurance and Career Development (AKKORK), Moscow / Russian Federation on 5th September 2019 and 21st October 2019. On 21st February 2020, the RANEPА submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditations were met.

At the same time, FIBAA appointed a review panel. The HEI agreed with the chosen experts. The panel consisted of:

Prof Dr. Jürgen Jerger

University of Regensburg / Germany

Professor of Economics (Economics, International and Monetary Economics, Monetary Policy, Foreign Trade and Labour Market)

Prof. Dr. Siegfried Schoppe

University of Hamburg / Germany

Professor of Economics (Economics, International Economic Relations, Regulatory Policy, International Taxation)

Prof. Marina Anatolyevna Allenykh PhD

Financial University under the Government of the Russian Federation

Moscow / Russian Federation

Associate Professor, Deputy Head of Department of Economic Theory for Academic Work

Ilja Kogan

Wayfair GmbH

Senior Product Manager

Berlin / Germany

Economics, Global Operations, Digitalization

Annika Bittner

Georg-August-University Göttingen / Germany

Student of Economics (Master of Science)

Completed: Bachelor of Arts in Economics

FIBAA project manager:

Dr. Birger Hendriks

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and an online-conference replacing a site visit (because of the Covid-19 pandemic). The online conference took place on 26th and 27th November 2020. At the end of the online conference the panel gave a short feedback on its first impressions to representatives of the Academy.

The assessment report based on this was delivered to the Academy for comment on 23rd December 2020. The statement on the report was given up on 18th January 2021, it has been taken into account in the report on hand.

Summary

The Bachelor programme “International Economic Relations in the Context of Globalization” offered by The Russian Presidential Academy of National Economy and Public Administration (RANEPA) fulfils with few exceptions the FIBAA quality requirements for Bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on 26 February 2021 and finishing on 25 February 2026, under condition. The programme is in accordance with the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna Declaration.

The Master programme “International Economic Cooperation” offered by The Russian Presidential Academy of National Economy and Public Administration (RANEPA) fulfils with few exceptions the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on 26 February 2021 and finishing on 25 February 2026, under condition. The programme is in accordance with the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects: improving the recognition of study periods abroad according to the Lisbon Recognition Convention¹. They recommend the accreditation on condition of meeting the following requirements:

- **Condition: RANEPA will bring its regulations on recognition of study periods abroad in full accordance with the Lisbon Recognition Convention (see chapter 3.2).**

Proof of meeting these conditions is to be supplied by 25 November, 2021.

Furthermore, the quality requirements that have not been fulfilled – internationality of faculty (see Chapter 3.4), establishing an alumni network (see Chapter 4.5), set up evaluations by faculty and by alumni, employers and third parties (see Chapter 5.2) – are not asterisk criteria and therefore do not lead to a condition. The measures the Academy takes to solve the identified problems are to be considered during the re-accreditation.

The panel members also identified several areas where the programme could be further developed by:

- Intensifying elements of internationalisation in both programmes (see Chapter 1.2),
- Intensifying elements of international cooperation in the curriculum of the Master programme (see Chapter 3.1),
- Extending the practical training abroad for Bachelor students (see Chapter 3.1),
- Identifying a certain part of each programme for a “mobility window” for a period of studies abroad (see Chapter 3.1),
- Including more international experience from abroad and including foreign teachers into faculty (see Chapters 3.1 and 3.4),
- Checking the modularisation of the curricula (see Chapter 3.2),
- Including an evaluation by faculty into quality assurance (see Chapter 5.2).

The measures that the Academy takes to implement the recommendations of the panel members are to be considered during the re-accreditation.

¹ These aspects are asterisk criteria which means that they are essential for the study programme.

There are criteria in which both programmes exceed the quality requirements:

- Interdisciplinary thinking (see chapter 3.1),
- Practical business experience of faculty (see chapter 4.1),
- Career counselling and placement service (see chapter 4.5).

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

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Information

The Russian Presidential Academy of National Economy and Public Administration (RANEPA) was established by Decree of the President of the Russian Federation dated in 2010 by joining the Academy of National Economy under the Government of the Russian Federation (year of foundation - 1977) to the Russian Academy of Public Administration under the President of the Russian Federation (year of foundation - 1991), as well as 12 other federal state educational institutions.

With the beginning of economic transformations in Russia in the 90s of the 20th century, the Academy's strategic model changed: from training nomenclature personnel to business education, becoming an educational institution offering all types of educational services for the management sphere. In 1995, by a resolution of the Government of the Russian Federation, the (former) Academy was granted the status of a leading educational and scientific centre for training civil servants.

The newly formed RANEPA is the largest educational institution in Russia with a socio-economic and humanitarian profile. The Academy has the right to establish independently educational standards and requirements for its educational programmes of higher education. RANEPA has about 35.000 full-time students and 145.000 other students, among them 60.000 postgraduate students. RANEPA offers 78 Bachelor programmes, 85 Master programmes and 37 Doctoral programmes. According to RANEPA around 60 % of federal government officials belong to its graduates. The Academy has 64 branches in 53 regions (out of 85) throughout the Russian Federation. Both programmes at hand are offered at RANEPA's campus in Moscow, only.

Both the Bachelor and the Master programme were developed in accordance with the federal state educational standard of higher education in the field of study "International Policy Studies" (Orders of the Ministry of Education and Science of the Russian Federation dated June 15 and July 12, 2017). They also have been designed considering the developments of science, culture, economics, engineering, technology, and the social sector.

Both programmes are offered by the Department of International Cooperation which is part of the Faculty of Marketing and International Cooperation. The projected study time for the Bachelor programme is four years and for the Master programme two years in the intramural mode of study.

The following graphs show the basic figures of cohort developments in both programmes. Whereas the Bachelor programme has come to a capacity of about 60 places, the Master programme enrolment capacity is limited up to about 30. The application rates for the Bachelor programme surpass the number of places by far, the number of applicants admitted corresponds by and large to the capacity. In the Master programme the number of admitted students reaches about two thirds of the available capacity of 30 places.

Statistical data

Table 1: Bachelor “International Economic Relation in the Context of Globalization”

| | | Cohort 2019 | Cohort 2018 | Cohort 2017 | Cohort 2016 | Cohort 2015 |
|--|----------|------------------------|------------------------|--------------------|------------------------|--------------------|
| Study Places | | 60 | 67 | 63 | 65 | 87 |
| Applicants | Σ | 1352 | 1293 | 1031 | 945 | 623 |
| | f | 537 | 583 | 442 | 430 | 266 |
| | m | 815 | 710 | 589 | 515 | 357 |
| Appl. Rate | | 2253,33% | 1929,85% | 1636,51% | 1453,85% | 716,09% |
| First-Year Students | Σ | 65 | 73 | 40 | 41 | 58 |
| First-Year Students | f | 32 | 29 | 17 | 12 | 18 |
| | m | 33 | 44 | 23 | 29 | 40 |
| Rate of female students | | 0,49 | 0,39 | 0,42 | 0,29 | 0,31 |
| Foreign Students | Σ | 5 | 9 | 9 | 7 | 17 |
| Foreign Students | f | 3 | 4 | 5 | 3 | 5 |
| | m | 2 | 5 | 4 | 4 | 12 |
| Rate of foreign students | | 0,08 | 0,12 | 0,23 | 0,17 | 0,29 |
| Percentage of occupied study places | | 108,33% | 108,96% | 63,49% | 63,08% | 66,67% |
| Graduates | Σ | 47 | 46 | 23 | 28 | 8 |
| Graduates | f | 26 | 17 | 5 | 8 | 1 |
| | m | 21 | 29 | 18 | 20 | 7 |
| Success rate | | 81,03 % | 88,46 % | 71,88% | 93,33 % | 64,29 % |
| Dropout rate | | 18,97% | 11,54% | 28,12% | 6,67% | 35,71% |
| Average duration of study | | 4 years | 4 years | 4 years | 4 years | 4 years |
| Average grade of final degree | | 4,5 | 4,54 | 4,45 | 4,42 | 4,59 |

Table 2: Master “International Economic Cooperation”

| | | Cohort 2019 | Cohort 2018 | Cohort 2017 | Cohort 2016 |
|--|---|------------------------|------------------------|------------------------|------------------------|
| Study Places | | 30 | 34 | 32 | 34 |
| Applicants | ∑ | 67 | 80 | 60 | 75 |
| | m | 31 | 34 | 20 | 32 |
| | f | 36 | 46 | 40 | 43 |
| Appl. Rate | | 223,33% | 235,29% | 187,50% | 220,59% |
| First-Year Students | ∑ | 19 | 20 | 20 | 29 |
| First year students | m | 9 | 13 | 13 | 21 |
| | f | 10 | 7 | 7 | 8 |
| Rate of female students | | 0,47 | 0,65 | 0,65 | 0,72 |
| Foreign Students | ∑ | 5 | 6 | 6 | 7 |
| Foreign Students | m | 1 | 2 | 3 | 5 |
| | f | 4 | 4 | 3 | 2 |
| Rate of foreign students | | 0,26 | 0,3 | 0,3 | 0,24 |
| Percentage of occupied study places | | 63,33% | 58,82% | 62,50% | 85,29% |
| Graduates | ∑ | 22 | 29 | 33 | |
| Graduates Success rate | m | 13 | 18 | 15 | |
| | f | 9 | 11 | 18 | |
| | | 110,00 % | 100,00 % | 91,67 % | |
| Dropout rate | | -10,00 % ² | 0,00 % | 8,33 % | |
| Average duration of study | | 2 years | 2 years | 2 years | |
| Average grade of final degree | | 4,6 | 4,7 | 4,6 | |

Appraisal

The Bachelor programme has a sufficient rate of applicants and is running to capacity whereas the Master programme has about one third of free study places. In both programmes the rate of foreign students (between 15 and 20 %) is satisfactory for “international” programmes. The average grades tend to “good” (4) up to “excellent” (5).

² In 2019 the Master programme had more graduates than first-year students in the corresponding year 2018, probably because of latecomers from the cohort 2016.

Programme Descriptions and Appraisals in Detail

1. Objectives

1.1 Objectives of the study programmes (Asterisk-Criterion)

Within the RANEPA both programmes the Bachelor programme “International Economic Relations in the Context of Globalisation” and the Master programme “International Economic Cooperation” belong to the field “International Policy Studies”. Their objectives and target groups are derived from Federal State standards for this field of study, from the Academy’s own standards and developed by the degree granting RANEPA department “International Cooperation”. RANEPA defines structure and content of Bachelor and Master programmes as well as other conditions such as admission to studying considering the legal requirements and binding rules of Russia.

Russia has no Qualification Framework in force although it is in the development stage as the Academy informed.

Bachelor programme

The Academy describes the programme objectives as follows:

to train students for becoming highly qualified specialist who have

- the ability to navigate the main modern trends of world political development;
- the ability to understand the prospects and possible consequences of global political processes for Russia;
- knowledge and understanding of the main directions of the foreign policy of leading foreign countries, the peculiarities of their diplomacy and relations with Russia.

Moreover, the Bachelor programme aims at

- acquiring knowledge in the field of the foundations of the humanities as well as social, economic, mathematical, and natural sciences;
- obtaining a higher professionally specialised education that allows a graduate to successfully work in a chosen scope of activity in the field of international economic relations in the context of globalization;
- training the graduate's universal and subject-specific competencies that contribute to the social mobility and stability in the labour market in accordance with the requirements of the Federal State Educational Standards of Higher Education in this field of study;
- enabling graduates to successfully work in their chosen scope of activity in the field of international economic relations in the context of globalization.

Master programme

The Master programme prepares students for work in various fields of international political, economic, scientific, and technical information, of political, legal, and cultural regions of the world as well as in the field of diplomacy and foreign policy of the Russian Federation and international relations of Russian regions.

The objects of professional activity of graduates who have completed the Master programme are:

- international organisations, government agencies, federal and regional regulatory and administrative authorities - as diplomatic employees who develop and make decisions,
- analytics departments of business community structures and government corporations - as experts, analysts, and policymakers,

- commercial, non-profit, and public organisations of international profile that carry out consulting, information, research, and lobbying activities - as analysts, experts on international issues, and project managers,
- scientific, departmental, and non-governmental analytical organisations and entities with international issues - as experts, analysts, and research scientists,
- mass media - as columnists and analysts.

A graduate who has completed the Master programme, is ready to solve the following professional tasks:

- performing the duties of the middle executive and junior managerial personnel of institutions of the Ministry of foreign Affairs of the Russian Federation, conducting organisational and administrative work in other government institutions, federal and regional executive government agencies using foreign languages,
- information on and analyses of international issues, preparation of peer reviews and proposals for making foreign policy decisions,
- conducting business correspondence on substantive issues, participating in negotiations, conducting independent conversations with foreign representatives on various aspects of bilateral relations, as well as international relations on a global basis, including the use of foreign languages,
- organising international negotiations, meetings, conferences, workshops; improving the level of rational organisation and planning of work in accordance with the requirements of the employer,
- establishing effective cooperation in a professional team,
- performing the duties of the middle executive staff of international organisations of any kind.

There is currently no professional standard in the field of international relations.

Appraisal:

Both programmes aim to educate students in the field of international policy, the Bachelor programme adequately with more basic knowledge and competencies which open the graduates a broad variety of possible professional activities. The Master programme trains the students for specific organisations such as government agencies, international organisations, NGOs, and mass media.

The qualification objectives of both programmes are explained and convincingly presented in relation to the target groups, targeted professional fields, and the societal context of each discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality, the latter by developing e.g. competencies for management and international negotiation and conversations.

In both programmes the subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation.

The requirements of a national qualification framework cannot be considered because this has not been adopted, yet.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 1.1* Objectives of the study programme (Asterisk Criterion) | | | X | | |

1.2 International orientation of the study programme design (Asterisk Criterion)

Being part of the RANEPAs “International Policy Studies” both programmes focus on international contents. Modules in the Bachelor programme such as “Political and Economic Geography of Foreign Countries”, “World Economy”, “Theory of International Relations”, “Cultural and Religious Traditions of Peoples in the World”, “International Economic Relations”, “World Monetary and Financial System” mirror its international orientation. Similarly, in the Master programme several modules focus on international questions and fields. Also, students must study English and/or Spanish as foreign languages.

The international orientation of the accredited programme is considered in the learning process that is based on the analysis of specific situations, project implementation, and the study of specialised literature.

Students of the Bachelor programme can take part in short international visits of schools and universities in Latvia, Spain, the Czech Republic, and Germany during the first three years of studies. Master students can absolve an internship abroad after the theoretical training. However, according to the RANEPAs many of them have a job while studying and therefore they normally do not go abroad for the internship.

International cooperation is one of the priority areas of the Faculty of Marketing and International Cooperation. RANEPAs pay attention to joint programmes, but also to international research. Relationships are maintained with the programmes of Technical University of Riga, Abylay Khan Kazakh University of International Policy Studies and World Languages, Yerevan State University, AIP – Advisers for International Programmes in Spain, SL (Representation of international programmes in Spain), Xinjiang State Pedagogical University (China).

Appraisal:

Both programmes are oriented at internationality, which is proven through the content of modules. Moreover, students have the possibility to deepen their knowledge and the ability in learning and training English and Spanish. Therefore, generally the design of both programmes appropriately considers required international aspects, with respect, too, to the graduates’ employability. In this context it is worth mentioning that within both curricula students can acquire practical experience abroad during their studies.

However, the panel has the impression that the important element of internationalisation in both programmes can still be deepened and widened. The descriptions of goals make clear that this element being part of the programmes’ heading could have a stronger impact on the content and on students and staff. The panel therefore recommends checking both programmes of possibilities how to intensify the element of internationalisation. This aspect will be dealt with below in the context of content and structure of the programmes as well of faculty and students.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 1.2* International orientation of the study programme design (Asterisk Criterion) | | | X | | |

1.3 Positioning of the study programmes

Both programmes aim to train students in their specific field of studies (the Bachelor programme “International economic relations in the context of globalization” and the Master programme “International economic cooperation”) based on a competency-based approach.

Currently, in the global economy in the context of globalization, far-reaching changes are taking place that directly affect the success of achieving the goals of socio-economic developments of Russia. According to RANEPA international economic relations in a post-crisis society are actively developing and require a systematic approach to the education of a corps of qualified professionals in the field of international cooperation and economic relations to ensure successful activity on the world market of Russian enterprises and organisations.

Bachelor programme

In Moscow, several universities offer study programmes with the heading “International Relations”: MGIMO University, Higher School of Economics, Diplomatic Academy of the Ministry of Foreign Affairs of the RF, MSU RUDN, and Russian State University for the Humanities, all of them mostly with different specialisations. RANEPA’s Bachelor programme “International economic relations in the context of globalization” has an application rate which is by now 7 to 20 times higher than the number of study places.

Master Programme

The Master programme "International Policy Studies" has both theoretical and applied orientation, which allows graduates to use the acquired knowledge in related fields (law, finance, management), and forms the skills and abilities necessary for the development and implementation of own research projects. This programme provides each student with the opportunity to receive intensive and fundamental training in the field of international economic relations. The application rates are two times higher than the number of study places of this programme.

As far as the positioning of the study programmes for the job market for graduates is concerned, RANEPA aims to meet the demand for professionals in the field of foreign economic activities of enterprises and organisations of all forms of ownership. The graduates find jobs in business as well as in public entities, such as: State Duma of the Russian Federation, Ministry of Foreign Affairs, embassies (Kazakhstan, Mongolia, Azerbaijan, Bulgaria), Ministry of Culture, State Corporation Rosatom, Eurasian Economic Commission, Aeroflot, Gazprom, Council for the Development of Foreign Trade and International Economic Relations, Centre for International Industrial Cooperation UNIZHO, International Organization for Migration, The Coca-Cola company, Pepsi CO, Mars, Stockman Company, Qiwi Bank, Price Waterhouse Coopers, international logistics companies or International Foundation "Dialogue of Cultures - One World".

During the online interviews students confirmed that many graduates find a job based on their studies, because of their ability to speak foreign languages, too.

Bachelor programme

The field of professional activities of Bachelor graduates includes:

- international political, economic, scientific-technical, military-political, humanitarian, ideological relations, and world politics;
- regulation of global political, economic, military, environmental, cultural, and other

- processes;
- international relationships in the field of culture, science, and education;
 - diplomacy, international relations, and foreign policy of the Russian Federation;
 - cross-border ties of Russian regions;
 - fundamentals of analysis of contemporary global problems;
 - international policy studies and the integrated provision of international security.

Master programme

As mentioned above, this programme aims to train future managers who will work for international organisations, government agencies, federal or regional regulatory and administrative authorities; for analytics departments of business community structures and government corporations; for commercial, non-profit and public organisations of international profile that carry out consulting, information, expert-analytical, research and lobbying activities; for scientific, departmental and non-governmental analytical organisations and entities with international issues and for mass media.

The labor market is regularly analysed by the programme managers for improving the programmes.

Referring to the strategic goal RANEPA is to create an educational, scientific, and organisational-methodological environment that provides training of highly qualified managerial personnel for the state, public and private sectors. The Academy adopted a Development Programme for 2012-2020, based on which the achievement of the goals and the solution of the tasks of the programme is carried out through the coordinated implementation of a set of measures.

Against this setting both study programmes at hand are part of RANEPA's strategic orientation. Their objectives correspond with the training of managers and staff in the field of international cooperation and international economic policy.

Appraisal:

The reasons given for the positioning of the Bachelor as well as the Master programme in the educational market are plausible. Compared to respective programmes of other universities in Moscow the design of both programmes and the application rates confirm their competitive positioning.

The arguments in support of graduate employability based on the stated qualification objectives are convincingly presented. The programmes provide training of qualified managerial personnel for public and private entities. The future fields of employment for graduates are plausibly set forth. In this context the panel underlines the importance of implementing the training of particularly English as a foreign language.

Both study programmes are convincingly integrated into the RANEPA's overall strategic concept. They are correlated with the Academy's development strategy programme for 2012-2020. The conveyed qualification goals are in line with the Academy's mission and strategic planning.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|-------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 1.3 | Positioning of the study programme | | | | | |
| 1.3.1 | Positioning of the study programme in the educational market | | | X | | |
| 1.3.2 | Positioning of the study programme on the job market for graduates („Employability“) | | | X | | |
| 1.3.3 | Positioning of the study programme within the HEI's overall strategic concept | | | X | | |

2. Admission

RANEPA has regulations for the admission of applicants to studying a Bachelor programme or a Master programme³ based on the legal requirements. These regulations have been established by decision of the Academic Council of the Academy annually and are in accordance with the government rules for admission.

Bachelor programme

For admission the regulations make distinctions between different groups of applicants: (1) Particularly those with disabilities, orphans, children left without parental care, war veterans, military personnel, successful athletes such as winners and prize-winners of the final stage of the All-Russian Olympiad and prize-winners of the Olympic Games; they are admitted without an entrance test and without a unified state exam (USE), within certain proportions or quota and on a competitive basis. (2) Those who do not belong to the first group can be admitted based on a secondary general education or a vocational training; moreover, they must pass the USE, or an entrance examination conducted by the RANEPA.

In the entrance test multiple-choice questions are used. The time given to the applicant to complete the test is limited to 90 minutes. There are 50 questions in the test, two points are assigned for each correct answer, the maximum number of points is 100. To enter the programme, applicants must score at least 50 points (passing grade). The results of the entrance test are considered when drawing up individual training programmes adapted to the needs of future students, to their levels of knowledge, skills and abilities.

In the rules for admission the process of entrance tests conducted by the RANEPA is described in detail. The general language is Russian. But the entrance test can be carried out in a foreign language at the applicant's request. The Academy provides separate entrance examinations for people with disabilities, considering their individual capabilities and health status.

Master programme

The admission to the Master programme is based on a degree of higher education in any field, mostly a Bachelor or a Specialist degree. Admission rules for the Master programme specify that a complex examination in the form of written testing in the International relations field of training is held based on the Federal Educational Standard of the Bachelor's degree.

Organisational support for the admission process is carried out by a selection committee created by the Academy. Chairman of the selection committee is the rector of the Academy. He or she appoints the executive secretary of the committee, who organises its work as well as the personal reception of the first-year students, their parents (legal representatives) and proxies.

The selection process is conducted in accordance with the Admission Rules. The list of applicants is ranked in descending order of the number of competitive points based on the results of entrance examinations. If two or more applicants are awarded the same number of competitive points based on the results of entrance examinations other criteria are

³ Admission Regulations to the Federal State Budgetary Educational Institution of Higher Education "The Russian Presidential Academy of National Economy and Public Administration" for training in higher educational programmes - undergraduate programmes and master programmes, speciality programs for the 2020/21 academic year.

considered in addition such as priority within the meaning of the regulation and the average score of previous examinations (USE or Bachelor exam).

Concerning languages students are enrolled based on the results of the USE in a foreign language. Applicants, who have passed the USE in German, French and other languages have the same rights for admission as those who passed the USE in English. After admission, all students are tested orally and in writing for their knowledge of English and are divided into subgroups by level of English. There are subgroups for students who have little or no knowledge of English, mainly those who have passed the admission for another language. The level of foreign language proficiency is checked again while training on the mandatory English language tests.

Standard tests of knowledge of the English language and other official and registered tests ensure that students enrolled can actively participate in classes conducted in English. Even students with an only elementary level of English knowledge (practically no knowledge at all) can be brought during the study to the B1 level.

To conduct entrance examinations, the Academy creates examination and appeal commissions. The regulations contain detailed rules about filing and reviewing appeals.

The Academy places information on admission to study educational programmes as well as on the selection committee on its official website (www.ranepa.ru) as well as at the Academy building stand and in the intranet. This information includes all relevant requirements and aspects such as necessary documents, entrance test, study conditions etc.

Information on the number of applications for admission and lists of first-year students are updated daily. Applicants are admitted to an extent of about 10% as “budget”-students without paying any fees. The other 90 % are so-called “contract”-students which means that they must pay tuition fees.

The Academy familiarizes the first-year student with a certificate of state accreditation, with the educational programme and other documents governing the organisation and implementation of the educational training, the rights, and obligations of students.

Appraisal:

The rules for procedure of admission for Bachelor and Master programmes are laid down in details in the RANEPA’s specific Admission Regulations. The admission requirements are defined and comprehensible. The national requirements are presented and considered.

Applicants can directly turn to a student counselling service and receive individual support for clarification of specific questions, of personal aptitude, of career perspectives etc. by the programme manager or by the dean’s office. Personal dialogue between applicants and the Academy is provided by defined office hours, by telephone and via e-mail.

The selection procedure is transparent and ensures that qualified students are admitted.

The admission requirements (concrete language tests) ensure that students can successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

The admission procedure is described, documented, and accessible for interested parties particularly on the RANEPA’s website. The admission decision is based on transparent criteria and is communicated in writing.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 2.1* | Admission requirements (Asterisk Criterion) | | | X | | |
| 2.2 | Counselling for prospective students | | | X | | |
| 2.3* | Selection procedure (if relevant) | | | X | | |
| 2.4(*) | Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience) | | | | | X |
| 2.5* | Ensuring foreign language proficiency (Asterisk Criterion) | | | X | | |
| 2.6* | Transparency and documentation of admission procedure and decision (Asterisk Criterion) | | | X | | |

3. Content, structure, and didactical concept of the programmes

3.1 Contents

RANEPА developed for both programmes curricula that reflect the qualification objectives and are described in the graphics below. Moreover, the Academy elaborated syllabi that include for each programme content, details of examinations and literature for students. These syllabi are available in Russian. In addition, the Academy wrote module descriptions.

Both programmes include “semi-optional” modules that allow students to choose between mostly two possibilities for specialising up to a certain extent. Students can choose “optional” modules, for “elective” modules (sports) they are not awarded credits.

Learning foreign languages is an important part in both programmes. The Academy offers English on the first place, Spanish on the second and German, French, or Italian on the third place. The concept for training English was developed in 2012 specifically for the field of International Policy Studies. The topics are interconnected with other subjects of the curriculum that run simultaneously. Students informed the panel during the online conference that with this method they are much better at absorbing material in all disciplines, can look at various events / phenomena from different angles, including from the foreign media, are better at learning professional terminology, and discuss in various seminars in Russian and in English aspects of the proposed topic. On an optional basis students can also choose Russian as a foreign language.

Information on exams, tests and cases held in modules etc. are available in so called “evaluation tools funds”. Evaluation tools funds are an integral part of the disciplines' syllabi. The Final State Examination has its own “evaluation tools fund”, which contains evaluation criteria. This is required by Russian law.

Bachelor programme

The curriculum of the Bachelor programme “International Economic Relations in the Context of Globalization” comprises 8 semesters with a workload of 240 ECTS credit points. It is designed as follows:

Table 3: Curriculum of the Bachelor programme “International Economic Relations in the Context of Globalization”:

| 1st Semester | CP | 2nd Semester | CP |
|--|-----|--|----|
| Module 1 Fundamentals of Mathematical Analysis | 3 | Module 12 English | 3 |
| Module 2 Theory and History of Diplomacy | 4 | Module 13 Political Science and Political Theory | 3 |
| Module 3 English | 4 | Module 14 World History | 3 |
| Module 4 Microeconomics | 4 | Module 15 History of Russia | 3 |
| Module 5 Russian Language and Culture of Speech | 3 | Module 16 Life Safety | 3 |
| Module 6 Theory of State and Law | 4 | Module 17 Macroeconomics | 5 |
| Module 7 Sport | 2 | Module 18 Diplomatic and Consular Service | 2 |
| Module 8 Spanish | 3 | Module 19 Political and Economic Geography of Foreign Countries | 2 |
| Module 9 English or Spanish language (additional grammar) | 1 | Sport (Elective) | |
| Module 10 (Optional) Russian as a foreign language | 0,5 | Module 20 Spanish | 4 |

| | | | |
|--|-----------|---|------------|
| Module 11 (Optional) Planning personal workload | 1 | Module 21 English or Spanish (additional grammar) | 1 |
| Planning personal time workload for people with disabilities | 1 | Russian as a foreign language (optional) | 0,5 |
| | | Practice for obtaining professional skills, including research skills | 3 |
| Total without optional subjects | 28 | Total without optional subjects | 32 |

| 3rd Semester | CP | 4th Semester | CP |
|--|-----------|--|-----------|
| Module 22 Philosophy | 2 | Module 35 History of International Relations | 2 |
| Module 23 World Economy | 3 | Module 36 State Law of Russia and Foreign Countries | 3 |
| Module 24 Theory of International Relations | 4 | Module 37 Concepts of Modern Natural Science | 2 |
| Module 25 History of International Relations | 3 | Module 38 Game Theory for Internationals | 2 |
| Module 26 Cultural and Religious Traditions of the Peoples of the World | 2 | Module 39 History of the Countries of Europe and Asia (XX-XXI centuries) | 3 |
| Module 27 Fundamentals of a System Approach in the Study of International Relations | 2 | Module 40 International Economic Relations | 3 |
| Module 28 History of the Countries of Europe and Asia (XX-XXI Centuries) | 2 | Module 41 World Monetary Financial System | 3 |
| Module 29 The Role of the Media in International Relations (semi-optional) ⁴ | | Module 42 Russian as a Foreign Language (optional) | 0,5 |
| Module 29 Fundamentals of Information and Analytical Work (Semi-optional) | 2 | Module 43 Foreign Language 3 rd (French/ German/ Italian) (Optional) | 0,5 |
| Module 30 International Political Structures (semi-optional) | | Module 44 Management Basics (semi-optional) ⁵ | |
| Module 30 Business Ethics (semi-optional) | 2 | Module 44 Legal Aspects of Intern. Organizations and Integration Assoc. (semi-optional) | 2 |
| Module 31 English | 4 | Module 45 English | 4 |
| Module 32 Spanish | 3 | Module 46 Spanish | 4 |
| Module 33 Russian as a Foreign Language (optional) | 0,5 | Sport (elective) | |
| Module 34 Foreign Language 3 rd (French/ German/ Italian) (optional) | 0,5 | Practice for obtaining professional skills and professional experience | 3 |
| Total without optional subjects | 29 | Total without optional subjects | 31 |

| 5th Semester | CP | 6th Semester | CP |
|--|-----------|---|-----------|
| Module 47 History of International Relations | 4 | Module 55 Informatics and Databases | 3 |
| Module 48 Economic and Political Processes in the Commonwealth of | 3 | Module 56 Modern International Relations | 4 |

⁴ Students must choose one out of two semi-optional courses (Modules 28 and 29)

⁵ See footnote 4.

| | | | |
|---|-----------|--|--|
| Independent States | | | |
| Module 49 International Conflicts in the XXI Century | 3 | | Module 57 Fundamentals of International Security 3 |
| Module 50 International Law | 3 | | Module 58 Russia in Global Politics 4 |
| Module 51 Foreign Economic Relations of the Russian Federation | 4 | | Module 59.1 Customs Unions and Free Trade Zones |
| Module 52.1 Foreign Investment Regulation | | | Module 59.2 Global Environment Issues 3 |
| Module 52.2 Cross-border Aspects of Taxation | 2 | | Module 60.1 Informal International Associations (semi-optional) |
| | | | Module 60.2 Legal Aspects of International Economic Relations (semi-optional) 2 |
| Module 53 Spanish | 3 | | Module 61 Spanish 4 |
| Module 54 English | 5 | | Modul 62 English 4 |
| English (Speech Practice) (optional) | 0.5 | | English (Speech Practice) (optional) 0,5 |
| Spanish (Speech Practice) (optional) | 0.5 | | Spanish (Speech Practice) (optional) 0,5 |
| Foreign Language (Speech Practice) (optional) | 0.5 | | Foreign Language (optional) 0,5 |
| Sport (elective) | | | Sport (elective) |
| Scientific research work | 3 | | Practice for obtaining professional skills and professional experience 3 |
| Total without optional subjects | 30 | | Total without optional subjects 30 |

| 7th Semester | | CP | 8th Semester | | CP | | | | |
|--|-----------|-----------|---|-----------|-----------|-----------|-----------|-----------|--------------|
| Module 63 International Economic Organizations | | 2 | Module 69 The State Image | | 3 | | | | |
| Module 64 International Political and Economic Cooperation | | 2 | Module 70 Contemporary Global Issues | | 3 | | | | |
| Module 65.1 Foreign Economics (semi-optional) | | | Module 71 Cross-cultural Management | | 3 | | | | |
| Module 65.2 Foreign Economic Relations of the Regions of the Russian Federation (semi-optional) | | 6 | Module 72.1 International Logistics (semi-optional) | | 3 | | | | |
| Module 66.1 Russian Federation in International Organizations (semi-optional) | | 4 | Module 72.2 International Management (semi-optional) | | | | | | |
| Module 66.2 International Trade | | | | | | | | | |
| Module 67 English | | 10 | Module 73 English | | 4 | | | | |
| Module 68 Spanish | | 4 | Module 74 Spanish | | 4 | | | | |
| English (Speech Practice) (optional) | | 0,5 | English (Speech Practice) (optional) | | 0,5 | | | | |
| Spanish (Speech Practice) (optional) | | 0,5 | Spanish (Speech Practice) (optional) | | 0,5 | | | | |
| 3 rd Foreign Language (optional) | | 1 | Pre-diploma practices | | 3 | | | | |
| Sport (elective) | | | State Final attestation (Exam) | | 9 | | | | |
| Total without optional subjects | | 28 | Total without optional subjects | | 32 | | | | |
| | | | | | | | | | |
| Semester | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
| CP with practices and final attestation | 28 | 32 | 29 | 31 | 30 | 30 | 28 | 32 | 240 |

The Bachelor student shall acquire:

- the ability to navigate the main modern trends of world political development. This goal can be achieved with the modules “Political Science and Political Theory”, “International Political Structures”, “International Conflicts in the 21st Century”, “Modern International Policy Studies”, “International Political and Economic Cooperation”;
- the ability to understand the prospects and possible consequences of global political processes for Russia with the modules “Economic and Political Processes in the Commonwealth of Independent States”, “Russia in Global Politics”, “Contemporary Global Problems”;
- knowledge and understanding of the main directions of the foreign policy of leading foreign countries, the peculiarities of their diplomacy and relations with Russia. This goal is achieved by studying “Theory and History of Diplomacy”, “History of International Policy Studies”, “Foreign Economic Relations of the Russian Federation”;
- knowledge in the field of the foundations of the humanities, social, economic, mathematical, and natural sciences can be reached with the modules “History of Russia”, “Philosophy”, “Russian Language”, and the culture of speech with the modules “Fundamentals of Mathematical Analysis”, “Microeconomics” and “Macroeconomics”;
- obtaining professional expertise in the field of international economic relations in the context of globalization is possible with the modules “Microeconomics” and “Macroeconomics”, “World Economy”, “International Political and Economic Cooperation”, “World Monetary and Financial System” and “International Economic Relations”.

Moreover, students become acquainted with subjects such as “World Economy”, “Economic Theory”, “International Economic Organizations”, “Regulation of Foreign Investments”, “Cross-Border Aspects of Taxation”, “Foreign Economics”, “Foreign Economic Relations of the Regions of the Russian Federation”, “Legal Aspects of International Economic Relations”, “Diplomatic and Consular Services”, “Fundamentals of International Security”, “International Conflicts in the twenty-first Century” and “Modern International Policy Studies”. With these subjects, students are given professional orientations at the diplomatic service or, for instance, working for the government.

The modules “History of Russia”, the “Cultural and Religious Traditions of the Peoples of the World”, and “Business Ethics” are supposed to strengthen the students’ socio-personal qualities such as determination, organization, responsibility, citizenship, communicativeness, and tolerance as well as socially responsible behaviour in society, understanding and acceptance of social and ethical standards and skills in working in a team.

Students can deepen their knowledge and improve their orientation at the needs of the labour market by the following modules: “Fundamentals of Management”, “Legal Aspects of International Organizations and Integration Associations”, “Regulation of Foreign Investments”, “Cross-border Aspects of Taxation”, “Customs Unions and Free Trade Areas”, “Global Environmental Problems”, “Economy of Foreign Countries”, “Foreign Economic Relations of the Regions of the Russian Federation”, “International Logistics”, and “International Management”.

The study courses include meetings with representatives of Russian and foreign companies, state and public organisations, master classes by experts and specialists as well as 14-day long visits to universities abroad during the first three years. Students can participate in trips to universities in Latvia (year one: for practical training), Spain (year two: for job training), the

Czech Republic or Germany (year three: for job training). At the end of each international practice, students receive a certificate.

Master programme

“International Economic Cooperation” is a non-consecutive Master programme with a workload of 120 ECTS credit points that does not demand a specialised Bachelor’s degree in “International Relations” but is open to graduates of any other Bachelor’s degree, also. The programme combines elements of theory which are laid down in modules, research work and practice with an internship. According to RANEPА up to 75 % of the Master students have a job during their studies. Therefore the lectures take place mostly in the evening. As for the Bachelor programme (above) the Master curriculum below shows the modules on theory (63 CP) as well as on practice and scientific research work (48 CP). The Academy explained that most of the students want to combine the practical training or internship with their accompanying job. Based on the “Procedure for organising and conducting the practice of students mastering educational programmes at the RANEPА” students who combine studies with work activities have the right to undergo an educational or industrial training at their place of work. However, it is required that the professional activity meets the conditions for the content of the practice. If the job may have only little affinity to the content of the study programme the student must absolve a regular internship.

Table 4: Curriculum of the Master programme “International Economic Cooperation”

| 1st Semester | CP | 2nd Semester | CP |
|--|----|--|----|
| Module 1.1 Russian Foreign Policy | 1 | Module 8.1 Russian Foreign Policy | 2 |
| Module 2.1 Foreign Language | 2 | Module 9.1 Megatrends and Global Issues | 3 |
| Module 3.1 Theory of International Relations | 3 | Module 10.1 Regional Subsystems of International Relations in the XXI Century | 4 |
| Module 4.1 World Economy | 3 | Module 11.1 Geopolitics and Geostrategy | 2 |
| Module 5.1 Cultural and Religious Traditions of the Peoples of the World (semi-optional) ⁶ | 2 | Module 12.1 Russia in the System of International Cooperation | 2 |
| Module 5.2 Economic and Political Geography of Foreign Countries (semi-optional) | | Module 13.1 Business Foreign Language | 1 |
| Module 6.1 International Financial Institutions (semi-optional) | 2 | Module 14.1 Comparative Political Science (semi-optional) | 2 |
| Module 6.2 History of International Relations (semi-optional) | | Module 14.2 Ethnology (semi-optional) | |
| Module 7.1 Socio-psychological Adaptation of Students to the Educational Environment of a Higher Educational Institution ⁷ | 2 | Practice for obtaining professional skills and professional experience | 9 |
| Module 7.2 Legal Framework for Social Support of the Population | | | |
| Module 7.3 Socio-psychological Adaptation of Persons with Disabilities to the Educational Environment of a Higher Educational Institution | | | |
| Module 7.4 Legal Framework for Social | | | |

⁶ Students choose one semi-optional course out of two

⁷ Semi-optional with all courses in module 7.

| | | | |
|--|-----------|---|-----------|
| Support for people with disabilities | | | |
| Scientific research work | 18 | | |
| Practice for obtaining professional skills and professional experience | 2 | | |
| Total | 35 | Total | 25 |
| 3rd Semester | CP | 4th Semester | CP |
| Module 15.1 None-state Actors in World Politics | 2 | Module 23.1 Global Security | 2 |
| Module 15.2 Theory of Diplomacy and the Modern Diplomatic System | 3 | Module 24.1 Analysis of International Situations | 2 |
| Module 16.1 International Economic Relations | 2 | Module 25.1 International Law | 2 |
| Module 17.1 International Monetary and Financial Relations | 2 | Module 26.1 Business Foreign Language | 2 |
| Module 18.1 The Foreign Economic Activity of the State | 3 | Module 27.1 International Management | 2 |
| Module 19.1 Business Foreign Language | 2 | Module 28.1 Eurasian Union as a New Form of Regional Cooperation | 2 |
| Module 20.1 History of Foreign Policy of Foreign Countries (semi-optional) ⁸ | | Professional Foreign Language (optional) | 1 |
| Module 20.2 History of External Russia (semi-optional) | 2 | Practice for obtaining professional skills and professional experience | 6 |
| Module 21.1 Modern International Relations (semi-optional) | | Scientific research work | 3 |
| Module 21.2 Diplomatic and Consular Law (semi-optional) | 2 | Pre-diploma practice and final thesis | 9 |
| Module 22.1 Diplomatic Protocol and Etiquette (semi-optional) | | | |
| Module 22.2 International Organizations (semi-optional) | 2 | | |
| Practice for obtaining professional skills and professional experience | 10 | | |
| Total with practice | 30 | Total with practices | 30 |

The implementation of a competency-based approach provides the wide use of active and interactive forms of conducting classes (computer simulations, business and role-playing games, analysis of specific situations, psychological and other training) in combination with extracurricular work.

The graduate is ready to solve the following professional tasks:

- information and expert-analytical activities such as: development of corporate and group strategies in the fields of professional competence with the use of international political analysis skills in the interests of the employer; conducting analytical work based on original foreign information in foreign languages; conducting scientific and organisational work in research and analytical institutions using materials in foreign languages; creating a network of professional international contacts in foreign languages for the benefit of an Agency or Corporation;
- organisational and management activities such as: performing the duties of the middle Executive and Junior managerial personnel of institutions of the Ministry of foreign Affairs of the Russian Federation, conducting organisational and administrative work in other government institutions, Federal and regional executive government agencies using foreign languages; information on international issues harvesting and analysis, preparation of peer reviews and proposals for making foreign policy decisions; conducting business correspondence on substantive issues,

participating in negotiations, conducting independent conversations with foreign representatives on various aspects of bilateral relations, as well as international relations on a global basis, including in foreign languages.

Several modules of the Bachelor as well as of the Master programme are titled identically, such as “Political and Economic Geography of Foreign Countries”, “Theory of International Relations” or “Cultural and Religious Traditions of Peoples of the World”. According to RANEPА’s explanation the curricula for both the Master and the Bachelor programme provide for several compulsory disciplines, which fully reflect the specifics of the "International relations" field. As in accordance with the Law on Education, also students who do not have a specialised Bachelor degree (i.e., they are not graduates of the "International Relations" field) can be admitted to the Master programme. They need to be trained in such disciplines as "Theory of International Relations", "Political and Economic Geography" and "Cultural and Religious Traditions of the Peoples of the World". Only up to 15 % of the students acquired a specialised Bachelor degree.

The workload for these overlapping modules is different in the Bachelor and the Master programme. For example, "Theory of International Relations" has 70 class hours at the Bachelor programme and 28 hours at the Master degree. This means, at the Master programme these modules are 2-3 times smaller in volume (by number of class hours) and they envisage more independent work. The Master programme is more analytical in nature, than the Bachelor programme.

The contents of syllabi, the fund of control tasks and tasks for independent work of students are annually processed.

As far as the rationale and the programme names are concerned RANEPА has the view that in the global economy in the context of globalization, dramatic changes are taking place that directly affect the success of achieving the goals of socio-economic development of Russia. International economic relations in a post-crisis society are actively developing. This requires a systematic approach to the training of qualified professional managers in international cooperation and interaction to ensure successful activity in the global market of Russian enterprises and organisations.

The Bachelor programme “International Economic Relations in the Context of Globalization” as well as the Master course “International Economic Cooperation” are professional educational programmes based on a competency-based approach that gives strategic individual competitive advantages to graduates in the field of foreign economic activities. Both programmes are designed to meet the demand for professional managers who can independently apply their knowledge and skills in the foreign economic activity of enterprises and organisations of all forms of ownership.

The Bachelor programme offers a more general and fundamental approach to the different aspects of the Russian Federation’s international economic and political fabric such as history, economy, international relations whereas the Master programme focusses against this setting on the international economic cooperation at a higher scientific level dealing with foreign policy, diplomacy, international organisations, world economy and other aspects.

In both programmes students learn to combine theoretical knowledge with practical application. Students by groups are teamed up into fora in social networks to keep track of world events, share and discuss relevant information. Anyone can post current news, an analytical article, link to a video or audio material in the chat. This information is then discussed in real time, with no reference to the classes. According to the Academy, this method is effective in addressing problems of information impact on the modern international

relations. Proper understanding and assessment of an event is important in the process of studying this subject. In addition, chat discussion is a practice for students that they are accustomed to.

Bachelor Programme

Knowledge of the disciplines "Theory and History of Diplomacy" and "Fundamentals of a Systematic Approach to the Study of International Policy Studies", "Theory of International Policy Studies", "International Economic Cooperation", "Foreign Language" allows students to practice research, participating and speaking at scientific and practical conferences within the Academy as well as in the framework of educational and work practice.

Another example: Students studying Spanish as the Foreign Language within this programme receive practical skills and professional experience during their work placements (in Valencia or Barcelona, Spain).

Master programme

Similarly, the modules "Theory of diplomacy and the modern diplomatic system" and "Analysis of international situations", "Theory of international relations", "International economic relations" allow graduate students to take part in research, participating and speaking at workshops of RANEPa and the Institute of Management and Regional Development, as well as in the practice of obtaining skills and experience in professional activities.

Interdisciplinary thinking finds expression in both programmes at different levels: In the classroom, a wide range of teaching methods is used, including active partnership approaches. Teachers conduct classes, actively using their own experience in the field of practical activities, business consulting, knowledge gained in foreign internships.

To ensure interdisciplinarity, there is ongoing collaboration between teachers. Students are integrally involved in the learning process. An integral component of training is the independent work of students on tasks given by teachers. They are related to theoretical issues and practical problems that students face in enterprises. This will stimulate their interdisciplinary thinking.

Studying courses form a set of interrelated disciplines that allow for an integrated approach to the study of problems in the coordination of various disciplines, considering the interweaving of international, organisational, managerial, financial, and other factors.

In the Bachelor programme the block of economic disciplines begins with "Microeconomics and Macroeconomics", which are subsequently superimposed on the study of the "World Economy and International Economic Relations". In the Master programme the unit of economic disciplines begins with the "World economy" and "International financial institutions", which are subsequently enhanced by the courses "International economic relations" and "International monetary and financial relations".

Ethical aspects are conveyed to the students as follows:

In the Bachelor programme ethical norms and aspects are considered in the courses "Philosophy", "Cultural and religious traditions of the peoples of the world", "Business ethics", "Diplomatic and consular service", "Theory and history of diplomacy", "Theory of International Policy Studies".

In the Master programme ethical implications are dealt with for instance in the modules "Cultural and Religious Traditions of the Peoples of the World", "Diplomatic Protocol and Etiquette". These courses also cover rules for business appearance, negotiations and business correspondence, gifts in the business area etc.

The curricula of both programmes systematically expose students to scientific enquiry, critically acquainting students with the foundational debates of one or several disciplines. They combine methodological training with the flexibility to take up new discoveries. Moreover, they learn to organise academic work and acquire the ability to compare and understand material from different sources.

Students are trained in independent work with case studies for the analysis of international situations and the implementation of course projects. An in-depth study of the information presented in the lectures is carried out through various forms of independent work. Lecture classes and business games, role-playing games and exercises that mimic reality allow to use the acquired skills in work.

In the Master programme students must prepare and write research essays or essays on the complex of studied block disciplines. They acquire research skills through independent research projects and participation in ongoing faculty research.

In Russia, the final certification of a graduate of a higher educational institution is legally mandatory. It is carried out at the Faculty of Marketing and International Cooperation in accordance with the RANEPA Regulations on the State Final Certification https://www.ranepa.ru/images/docs/prikazy-ranhigs/Pologenie_VKR.pdf.

Bachelor programme

Students pass two final state examinations: the final state interdisciplinary examination and the final state examination in a foreign language.

The final state interdisciplinary examination is conducted orally covering a wide range of fundamental questions in basic disciplines of the study programme. The purpose of the second final state examination in a foreign language is to verify that graduates have good knowledge of the subject, fluency, and ability to communicate in a foreign language. Students must conduct a conversation in a foreign language on a proposed topic, substantiate their statement, and express their own point of view.

Master programme

Preparation and defence of the "final qualification work" (thesis) is the final stage of the Master programme. The thesis is an independent work prepared by a student under the guidance of an academic advisor. It must fulfil the following requirements: Its scientific level must meet the appropriate training programme. It should contain a set of results and scientific provisions put forward by the author for the defence, have internal unity, testify to the author's ability to undertake a scientific inquiry independently, using theoretical knowledge and practical skills, see professional problems, be able to formulate research tasks and methods to solve them. The content of the work can be the results of theoretical research, development of new methodological approaches to solving scientific problems, or of solving problems of an applied nature.

Students are given the right to choose the theme of their thesis. This can be chosen from the list of recommended themes approved by the graduate chair. Also, a student can offer his or her own theme if it corresponds to the field and orientation (profile) that he or she studied in. The topic of the thesis should be relevant and have a scientific and practical orientation.

The result of the defence is the basis for deciding on awarding the appropriate qualification (degree) and issuing a State higher education Diploma.

The practice phase ends with the defence of the report that the student must write about this practical training. The report is assessed by the Academy, based on the RANEPA's above mentioned regulation on the procedure of practice.

Appraisal:

The curricula of both study programmes adequately reflect their qualification objectives. The contents of the modules are balanced, logically connected, and oriented towards the intended learning outcomes. Optional courses of the Master study programme enable students to acquire additional competences and skills and to specialise.

The panel welcomes the implemented training in foreign languages, also, within both programmes the possibility of a stay abroad. In the Bachelor programme students absolve a work placement of about 14 days per year abroad whereas in the Master programme students have the chance for an internship in Russia or abroad. The panel also recommends to the Academy to check whether the 14-day work placement can be extended and to intensify the use of a stay abroad during the Master programme. Within both study programmes the Academy should implement a mobility window. Students should be able to study for a period abroad without losing time.

Moreover, in the panel's opinion the Academy should widen the element of internationality in the curricula of both programmes. Therefore, the panel recommends the RANEPA to include more international experience from abroad. Furthermore, for the Master programme the panel recommends intensifying the element of international cooperation in the curriculum by additional training such as in "negotiation" combined with "International law" and the English language.

In both programmes degree and programme name correspond to the contents of the curricula and the programme objectives.

Theoretical questions are, where possible, explained by means of practical examples such as practical cases, visits to companies and institutions and by lectures from external practitioners.

There is evidence that both programmes qualify students for interdisciplinary thinking. The combination of economics, law, and international orientation requires to think in different scientific disciplines. By these trainings, the study programmes put an emphasis on preparing the students for an occupation requiring trans- or interdisciplinary knowledge.

Ethical implications (for example those of economical or juridical ways of thinking and acting) are appropriately communicated.

Students acquire methodological competences and are enabled to do scientific work on the required level.

Exams, as they are defined for the modules, are suited in format and content to ascertain the intended learning outcomes. Also, they measure up to the legal requirements of the Russian law. The requirements of the exams are in accordance with the desired qualification level. The exams are characterised by a variety of test formats.

In the Master programme the final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures.

The students prove, in the final exam of the Bachelor programme orally and in the Master programme especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|--|------------------------------|----------------------------|------------------------------------|------|
| 3.1 | Contents | | | | |
| 3.1.1* | Logic and conceptual coherence (Asterisk Criterion) | | X | | |
| 3.1.2* | Rationale for degree and programme name (Asterisk Criterion) | | X | | |
| 3.1.3* | Integration of theory and practice (Asterisk Criterion) | | X | | |
| 3.1.4 | Interdisciplinary thinking | | X | | |
| 3.1.5 | Ethical aspects | | X | | |
| 3.1.6* | Methods and scientific practice (Asterisk Criterion) | | X | | |
| 3.1.7* | Examination and final thesis (Asterisk Criterion) | | X | | |

3.2 Structure

Bachelor programmes in the Russian Federation have a workload of 240 ECTS credit points by law which corresponds to a duration of four years. The Master programme requires a workload of 120 ECTS credit points. Both programmes at hand fulfil these requirements.

As already described above (see chapter 3.1) both the Bachelor and the Master programme consist of “modules”. All module descriptions provide detailed information and contain elements, such as course content, name of the lecturer, teaching and learning methods, expected learning outcomes, the mode of teaching, the workload / the number of credit points (ECTS), and a list of obligatory and additional literature. Each ECTS CP itself is analogous to 36 academic hours which equates to 27 clock hours.

Mainly, the “modules” correspond to lectures or “disciplines” with one or two CP rather than to “real” modules that subsume in terms of a unit several lectures belonging to a common part of the subject. Based on Russian law the curriculum can be presented in a modular or disciplinary form. When developing and approving the educational programmes, the Academy decided to choose a disciplinary form for the curriculum because the disciplinary curriculum is traditional for Russian higher education. Nevertheless, the Academy told the panel that the form of the curriculum can be changed to a modular structure.

The programmes are structured in blocks which is stipulated by Russian law. RANEPА has developed corresponding educational standards on the training in both the Bachelor and the Master programme in International Relations.

Table 5: Structure of the Bachelor programme

| | |
|------------------------------|------------------------------------|
| Projected study time | 4 years |
| Number of Credit Points (CP) | 240 |
| Workload per CP | 36 academic hours = 27 clock hours |
| Number of modules | 74 |
| Awarded CP for final exam | 9 |
| Duration of semester | 16 – 18 weeks |
| Number of contact hours | 4.422 (academic hours) |

The curriculum displays the logical sequence of mastering the blocks of the educational programme (disciplines, practices).

| Structure of the Bachelor programme | | in ECTS credit points |
|--|---------------|------------------------------|
| Block 1 | Modules | 216 |
| | Basic part | Not less than 106 |
| | Variable part | Not more than 106 |
| Block 2 | Practices | Not less than 15 |
| Block 3 | Final exam | 6 - 9 |
| Total workload | | 240 |

Block 1 includes modules related to the basic part of the programme, and those related to its variable part. Modules related to the basic part are mandatory for students by state standards, the variable part is defined by the Academy and contains among others also modules that students can choose. The Bachelor programme at hand requires 216 ECTS CP of which 110 ECTS CP refer to the mandatory part and 106 to the variable part.

Modules on philosophy, history, a foreign language, life safety are implemented within the framework of the basic part of Block 1.

Block 2 "Practices" fully refers to the variable part of the programme with educational and industrial practice. They enable students to obtain primary professional abilities and skills, including those of research activities. Pre-diploma training shall be carried out to prepare an undergraduate dissertation and is compulsory. The Bachelor programme assigns 15 CP to this Block 2.

Block 3 fully refers to the basic part of the programme and ends with the assignment of qualifications specified in the list of specialties and areas of higher education preparation, approved by the Ministry of Education and Science of the Russian Federation. This includes preparation and passing the state exam and comprises 9 CP.

Table 6: Structure of the Master programme

| | |
|------------------------------|--------------------------------------|
| Projected study time | 2 years |
| Number of Credit Points (CP) | 120 |
| Workload per CP | 36 (academic hours = 27 clock hours) |
| Number of modules | 39 |
| Awarded CP for final thesis | 9 |
| Number of contact hours | 783 (academic hours) |

As for the Bachelor programme the structure of the Master programme includes the mandatory basic part and the variable part formed by the Academy and participants.

| Structure of the Master program | | in credits points |
|--|------------------------------------|--------------------------|
| Block 1 | Modules | 60 - 63 |
| | Basic part | 15 - 24 |
| | Variable part | 39 - 45 |
| | Practices, including research work | 48 - 54 |
| Block 2 | Variable part | 48 - 54 |
| Block 3 | Final exam | 6 - 9 |
| Total workload | | 120 |

Block 1 includes modules related to the basic part of the programme and others that belong to its variable part. It has a workload frame of 60 to 63 ECTS credit points which is about half of the total workload of 120 ECTS CP.

The modules related to the basic part of the Master programme are mandatory for students. The Academy determines the set of modules for this part independently within the amount established by the state standards. Within the variable part students can choose modules for their studies. At the Master programme at hand 63 ECTS CP are awarded for the modules⁹, out of which 23 ECTS CP refer to the mandatory part and 40 to the variable part.

Mandatory modules are for example “Megatrends and global problems”, “Russian foreign policy”, “Theory of diplomacy and modern diplomatic system”, moreover, the training of a foreign language. The variable part includes modules such as “International law”, “International economic relations”, “World economy”, and “International management”. The elective courses comprise modules such as “History of Russian foreign policy”, “Modern international relations”, “Diplomatic and consular law, and “Cultural and religious traditions of the peoples of the world”.

Block 2 "Practices, including research work", which in full refers to the variable part, includes learning and production practices as well as a pre-diploma practice. The state standards require a minimum of 48 CP for the Block 2 which RANEPa fulfils.

The Academy chooses types of practices with affinity to the content of the Master programme. RANEPa has the right to provide for other types of practices, also. The choice of places for practice for persons with disabilities is made considering the health status of students and the requirements for accessibility.

Block 3 in full refers to the basic part and ends with the assignment of the degree. It includes the defense of the final thesis as well as preparation for the delivery and commissioning of the state exam. The pre-diploma practice is carried out for the performance of the final theses and is mandatory. 9 ECTS CP are awarded for this part.

The RANEPa’s exam procedures for Bachelor and Master programmes are ruled by legally binding regulations and by regulations on graduate qualification works. These regulations contain rules necessary for the legal side of study conditions and of the examinations. They stipulate particularly the organisation and conditions for examinations, such as responsibilities, the different types of examinations, forms of examining and grading. The

⁹ See above chapter 3.1.

“Study Regulations” require the grades to be given based on an ECTS grading table. An Examination Board is responsible for the final grades and the ECTS CP attribution of the validated courses and modules of the programme.

Moreover, included are detailed regulations on how to conduct exams for students with disabilities, about the possibility to appeal against a violation of established procedures, against the tests or the result of the state exam. When determining the places of training and work experience for students with disabilities, the recommendations of the medical and social examination reflected in the individual rehabilitation programme for the disabled person are considered with respect to the recommended working conditions and types. If necessary, special jobs are created for internships in accordance with the nature of violations, as well as considering the professional type of activity and the nature of labour performed by a disabled student with labour functions. The form of the current and final certification for students with disabilities is established considering individual psychophysical characteristics (verbally, in writing on paper, in writing on a computer, in the form of testing, etc.).

The Academy conducts ongoing monitoring of academic performance and interim control. The specific type of current control and interim control of students is determined by the working curriculum of the corresponding module.

The curriculum does not foresee a "mobility window" neither for the Bachelor nor for the Master programme. As far as the academic mobility of students is concerned RANEPА has adopted regulations on “Academic mobility of students” dated July 10, 2019 and, in addition, the “Regulation on the recognition of the outcomes of students’ mastering of courses, disciplines (modules) ... in other organisations.” as of 30th June 2020. Each educational programme is designed in such a way that students can study at other universities for a certain time or take an internship abroad without any increase in the total learning time. This is mainly focussed on partner universities abroad (paragraph 13 of the Regulation on recognition). Recognition is based on “compliance of the learning outcomes of the previously studied programme with the expected learning outcomes” in the RANEPА programme. This is not in accordance with the Lisbon Recognition Convention which allows to deny a recognition in the case of substantial differences of both programmes and parts of them.

In both programmes the feasibility of students’ workload is continuously assessed in discussions between the student representatives and faculty. Also, the feedback of students is considered. The Academy takes care not to overburden the students and to ensure that suitable support and counselling services are at students’ disposition. Student work per week must be limited up to 36 hours. This level of care *vis-à-vis* students well-being is of great importance to the RANEPА in both programmes. During the online conference students told the panel that they can manage the quantity of work.

The Faculty of Marketing and International Cooperation ensures gender equality and introduces a general ban on discrimination. At the Academy and the Institute of Management and regional Development the rights of students with disabilities are accepted with respect to the terms and forms of fulfilling the curriculum, when passing current and final tests.

The content of education and the conditions for organising the training and education of disabled people and persons with disabilities are determined by an adapted educational programme, as well as in accordance with an individual rehabilitation programme. In the educational process, socially active and reflective teaching methods and socio-cultural rehabilitation technologies are used to assist in establishing fully-fledged interpersonal relations with other students, creating a comfortable psychological climate in the student group.

The form of the current and final certification for students with disabilities is established considering individual psychophysical characteristics (verbally, in writing on paper, in writing on a computer, in the form of testing, etc.). If necessary, students with disabilities are given extra time to prepare an answer in the test or exam. They can be trained according to an individual curriculum in a timely manner, considering the characteristics and educational needs of a particular student. The term for obtaining higher education when studying according to an individual curriculum for persons with disabilities can be extended, if necessary, but not more than by a year.

Appraisal:

The panel gained the impression of the structures of both programmes that they are generally in accordance with the requirements of the Russian law. In each programme the structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. Each programme consists of “modules” and assigns ECTS CP per module based on the necessary student workload.

The modules of both programmes as they are described in the curricula correspond to lectures rather than to a unit of lectures and/or seminars. This situation does not completely correspond to the European requirements of a modularisation. Therefore, the panel recommends RANEPА to check how the curriculum can be restructured in a way that lectures belonging to a common part of the subject or study programme will be subsumed under a module; the module must be finalised with one exam or test. Students are awarded a certain number of credits corresponding to the workload.

Practical components are designed and integrated in such a way that CP can be acquired. The module descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users’ Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and consider, where applicable, national requirements. The study programme is designed so that students can study for a certain time at certain other HEIs or do internships without any extension of their overall study time. The Academy has regulated the recognition of degrees and periods of study at other universities in accordance with the Lisbon Recognition Convention insofar as studies at partner universities abroad are concerned. Study periods at other universities may also be included and recognised. But RANEPА’s regulation on recognition is not in full accordance with the Convention which allows to deny a recognition only in the case of “substantial differences” between both programme parts. Therefore the panel recommends the accreditation on the **condition** that RANEPА’s regulation on recognition for studies and study periods abroad will be brought in full accordance with the Lisbon Recognition Convention.

The recognition of periods of practical work – insofar intended – is clearly defined. The final grade is supplied with either a relative grade or an ECTS grading table.

The feasibility of the study programme’s workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling.

When reviewing the workload, the Academy also considers evaluation findings, including student feedback and the programme’s success rate.

The Academy ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|---|------------------------------|----------------------------|------------------------------------|------|
| 3.2 | Structure | | | | |
| 3.2.1* | Modular structure of the study programme (Asterisk Criterion) | | X | | |
| 3.2.2* | Study and exam regulations (Asterisk Criterion) | | condition | | |
| 3.2.3* | Feasibility of study workload (Asterisk Criterion) | | X | | |
| 3.2.4 | Equality of opportunity | | X | | |

3.3 Didactical concept

Teaching and learning in the Bachelor as well as in the Master programme are intended to be interactive, based on research, and to foster students' autonomy. They are enhanced by feedback and have an international orientation.

For each programme, the teaching and learning arrangements are systematically derived from the study programmes' objectives and are oriented towards the intended learning outcomes at programme level.

In the learning process, due attention is paid to the implementation of innovative teaching methods and forms. Therefore, in addition to the traditional forms of organisation of the educational process, lecturers are increasingly using active and interactive forms, teaching methods that activate the cognitive activity of students: group forms of work, organisation and holding of scientific conferences, discussions, and practical case studies. The activities of teachers are oriented at the use of multimedia tools, computer equipment and elements of computer modelling in the development of term papers and final qualification works.

Particular attention is paid to the organisation of students' independent work. The main task is to increase the effectiveness of independent work in the training of professional competencies of students, as well as to increase the role of their independent work in achieving educational goals. In all disciplines, volumes, topics, deadlines, forms of implementation and control of students' independent work are specified.

On the organisation of students' independent work and on the course work, the departments have developed and approved guidelines for students. There are rooms for course work, for group and individual consultations, for independent work of students who are equipped with computer technology, provided with access to the electronic information environment Institute on the Internet. To improve the quality of teaching, faculty members exchange experiences and promote new educational technologies. It is practiced conducting open classes of leading university teachers and scientific and methodological seminars on problems of higher education.

Applied modern technologies and teaching methods are aimed at developing the analytical skills and strategic thinking of students. During the training, an interdisciplinary approach is

practiced. For each module of the curricula, according to which students are trained, leading teachers prepare sets of handouts, including supporting lecture notes, presentation slides, etc. In teaching the courses, modern information and communication technologies are used, a psychologically comfortable atmosphere for students is maintained. Materials accompanying a particular course are necessarily consistent with the learning outcomes, are available in the required quantity and meet the quality requirements. They are convenient to use, students are provided on paper, as supporting and illustrative material in the classroom, and in electronic format. The teaching staff of the Department “International cooperation” jointly developed and published the textbook “International cooperation in the context of globalization”. This as well as other textbooks and teaching aids are actively used in the learning process.

Moreover, roundtable discussions, classes-conferences, debates, 10-15 minutes written works, discussion of international problems with foresight recommendations belong to the didactical concept. The teaching methods include the use of multimedia, the use of the Internet to transmit information, to find the necessary information, as well as work with media focusing on international topics.

In both programmes full-time teachers are constantly engaged in scientific and methodological, creative activities. Moreover, the programmes are taught by teachers from partner universities, practitioners, business leaders and large companies, invited foreign teachers. Invited teachers give lectures and conduct classes as part of this programme.

Teachers share practical experience in the field of business and research, or from the spheres of culture and politics, which has a significant impact on the development of various skills among students.

Appraisal:

The didactical concept of the study programme is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

Guest lecturers are invited and contribute to the students’ qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.3 Didactical concept | | | | | |
| 3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion) | | | X | | |
| 3.3.2* Course materials (Asterisk Criterion) | | | X | | |
| 3.3.3 Guest lecturers | | | X | | |
| 3.3.4 Lecturing tutors | | | | | X |

3.4 Internationality

International cooperation is one of the priority areas of the faculty of Marketing and International Cooperation. The RANEPА pays great attention not only to the field of student exchanges and joint programmes, but also to international research. The international orientation of both programmes is considered in the learning process based on the analysis of specific situations, project implementation, and the study of specialised literature.

For both programmes at hand the RANEPА works together with several institutions such as the Riga Technical University, Kazakh University of International Policy Studies and World Languages named after Abylai Khan, Yerevan State University, AIP – Advisors for international programmes in Spain (AIP), SL (Representative Office of International Programmes in Spain), International Performance Academy (Czech Republic), Xinjiang State Pedagogical University (China), and DRMAK Development and Investment (Saudi Arabia). The cooperation is in each case based on a not legally binding “Memorandum of Understanding”. The panel gained an insight into three of them (Riga Technical University, SIBE /Germany and DRMAK). They aim particularly at the exchange of students and faculty as well as the development of joint programmes and research projects.

Mostly, students from Bulgaria, Turkey, South Korea, Bolivia, Albania, CIS countries, etc. are enrolled in both programmes. The statistics of foreign students are mentioned above (see Information).

Students receive a European Diploma Supplement. It is written in English and includes among others a description of the Russian education system and the headings of all modules together with the awarded credit points, moreover, information on the reached qualification.

Bachelor programme

As mentioned above, after theoretical training, students of the Bachelor programme can participate in a short trip to universities in Latvia (year one: practical training), Spain (year two: job training), the Czech Republic or Germany (year three: job training) for practice in the first three years of the programme. At the end of the international practice, students receive a certificate.

Master programme

Also for the Master programme the RANEPА works together with all the institutions abroad mentioned above.

The international orientation of the programme is considered in the learning process based on the analysis of specific situations, project implementation, and the study of specialised literature. Acquired professional competencies that allow graduates to work in an international environment are in particular:

- proficiency in a politically correct corporate culture of international communication (formal and informal), skills of finding compromises through negotiations),
- ability to think systematically, identify international political and diplomatic meaning and significance of problems that fall into the focus of professional activity,
- proficiency in politically correct oral and written speech within the framework of professional topics in the state language of the Russian Federation and foreign languages
- the ability to conduct a dialogue, correspondence, and negotiations in a foreign language within the level of the assigned tasks for solving professional issues,

- proficiency in professional terminology and conceptual apparatus of the international activity field in the state language of the Russian Federation and foreign languages,
- proficiency in techniques for establishing professional contacts and developing professional communication, including in foreign languages,
- proficiency in the methods of business communication in the international environment.

In both programmes there is no faculty from other countries. The Curricula Vitae (CV) of the teaching staff include Russian staff only. During the online conference, the Academy mentioned that sometimes foreign guests are invited to give lectures.

Both programmes require to study two languages, English, and Spanish. In the Bachelor programme students spend a workload of at least 40 CP on the foreign languages. In the Master programme this workload is reduced to 7 CP. With English and Spanish students learn oral and written speech in combination with the specific vocabulary of the subject that they study. By the end of the course students ought to be able to communicate and express their thoughts in the foreign language, understand the English-speaking interlocutor, use the acquired knowledge and skills in professional activities and have the skills of oral and written speech, the basics of business correspondence and negotiation in Spanish.

During the online conference graduates of the study programmes told the panel that the training in foreign languages particularly as part of the Bachelor programme was valuable for their job. A significant number of class hours allocated in the educational process of the programme for studying a foreign language, as well as the widespread use of materials in a foreign language, contribute to the employment of graduates on an ongoing basis and increase their competitive advantages in the labour market.

In the practical course of a foreign language, the methodology of communicative education and training is implemented based on educational and methodological complexes, including “course books”, “skills books” or “skills units” and “training through contact materials”, differentiated by the level of training.

Appraisal:

The panel welcomes the international activities of Academy and Faculty that are integrated in both study programmes. The panel also welcomes the training in foreign languages with the required foreign language materials that correspond with the qualification objectives of the study programme.

International contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. As mentioned above the panel has the impression that the international orientation should even be widened as far as the content is concerned. Through practical examples, students are enabled to act in an intercultural environment.

The international composition of the student body corresponds to the programme concept. The measures taken to promote internationality are goal-oriented.

Teachers from different countries, teachers with international academic and professional experience, are not included. Foreign teachers from other countries might be invited as an exception. However, from the panel’s point of view this is not sufficient for international study

programmes. The panel strongly recommends the Academy to include foreign teachers into faculty so that experience from abroad can enrich the training of students in the programmes at hand.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.4 Internationality | | | | | |
| 3.4.1* International contents and intercultural aspects (Asterisk Criterion) | | | X | | |
| 3.4.2 Internationality of the student body | | | X | | |
| 3.4.3 Internationality of faculty | | | | X | |
| 3.4.4 Foreign language contents | | | X | | |

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Generally, the acquisition of multidisciplinary competences and skills is a guiding principle that is horizontally applied across both programmes. The open didactical approach, favouring a diversity of teaching methods, also provides the basis for it.

In identical mode for both programmes the faculty provides for communication and public speaking skills, including lectures, practical exercises, situational role-playing games, and presentations at scientific-practical conferences. A lecture or seminar is a public speaking or presentation option. Therefore, each student gets the opportunity to speak more than once and gets personal feedback, including feedback using video.

The role-playing games as well as other didactical methods are suitable for training cooperation, conflict handling skills as well as leadership. In the process of conducting trainings for the development of communication skills, the psychological structure of managerial activity is revealed. The specifics of the interaction of the leader with subordinates in solving managerial problems is considered. The psychological classification of types of teachers is given and an indicative scheme of their interaction is given.

Appraisal:

The panel is convinced that students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module descriptions. This is supported by means of suitable didactical and methodological measures.

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.5* Multidisciplinary competences and skills (Asterisk Criterion) | | | X | | |

3.6 Skills for employment / Employability (Asterisk Criterion)

The Bachelor programme as well as the Master programme aim at promoting employability by combining theory with a practical approach; incorporating external faculty into the teaching staff; giving students opportunities to do an internship (whether compulsory or elective);

giving students the chance to choose external faculty as their supervisor or co-supervisor for their Master theses, which could lead to strengthening valuable contacts in their professional networks.

For the Academy, successful employment of graduates is an important issue related to the learning process. The employment of graduates is consistent with the objectives of the programme. The curriculum is aligned with the objectives of acquiring the relevant skills and abilities.

Future employers for Bachelor as well as Master graduates can be several entities such as:

- government departments, federal and regional bodies of state power and administration,
- international organisations,
- Russian and foreign business structures, non-profit and public organisations supporting International Policy Studies or dealing with international issues,
- media editorial offices;
- educational organisations of higher education with international problems, academic and research organisations of international profile.

Oriented at these possible future employments both programmes include fields such as:

- international political, economic, scientific, and technical, military-political, humanitarian, ideological relations;
- regulation of global political, economic, military, environmental, cultural, ideological, and other processes;
- International relationships in the field of culture, science, education;
- diplomacy and foreign policy of the Russian Federation;
- cross-border ties of Russian regions;
- fundamentals of analysis of modern global problems and processes;
- higher education in the field of International Policy Studies, world politics and the integrated provision of international security.

Appraisal:

The promotion of employability – for instance through incorporating external faculty and the integration of theory and practice – runs as a common thread of the study programme through all its modules.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.6* | Skills for employment / Employability (Asterisk Criterion) | | | X | | |

4 Academic environment and framework conditions

4.1 Faculty

The teaching capacity as part of the internal Faculty of Marketing and International Cooperation comprises for the Bachelor programme five full professors and four assistant professors. Most of them work part-time. Moreover, there are 20 teachers, most of them working part-time or as external lecturers and 12 teachers for English and Spanish. Also, for the Master programme faculty includes four full professors as well as four assistant professors (five of them work part-time, four have a full-time employment) besides 28 teachers for scientific subjects as well as for languages. The programme is also taught by teachers from partner universities, practitioners, business leaders of large companies, and occasionally by invited foreign teachers. According to the RANEPa, the ratio between employed faculty and external teachers from business or administration is about 65 to 35.

The teaching capacity per teacher and programme has been presented in a summary that shows: Generally, the teachers involved have sufficient capacity left for teaching in one of the programmes or in both. There are some teachers whose capacity seems to be exceeded but without causing problems.

According to the RANEPa, in both programmes the teaching staff involved is characterised by scientific reputation, experience in business and training senior personnel with high pedagogical qualifications. Among the faculty are doctors of sciences, authors of scientific papers and publications; practitioners with experience in ministries, departments, companies, or organisations; teachers with experience in training managerial personnel in leading educational institutions of the country. Teachers of special programme modules are mainly managers and specialists with practical experience in international activities or experience of scientific research corresponding to the profile of the taught discipline.

Bachelor programme

The share of scientific and pedagogical teachers who have an education corresponding to the profile of the taught discipline is at least 70%. The proportion of teaching staff with a scientific degree reaches at least 60%. The share of employees among the leaders and employees of organisations whose activities are related to the Bachelor programme (with at least 3 years of experience in their professional field) is at least 10% of the academic staff involved.

Master programme

According to RANEPa at least 70 % of the teaching staff involved conduct scientific, teaching and learning and /or practical work and 70 % of teaching staff have a scientific degree. About 10 % are managers and / or employees of other organisations performing work activities in a field of the study programme. They have at least 3 years of experience in their field.

RANEPa's regulations on the procedure for filling the posts of teachers related to the teaching staff make the hiring process mandatory for all academic staff. Except for positions filled by call or in terms of competitive promotion, all approved positions are published on RANEPa's website and in relevant publications. A recruitment committee is formed. It receives and reviews the applications for the open position and conducts appropriate interviews to ensure the transparency of the recruitment process as well as to foster broad interest in open faculty positions. Successful applicants must generally demonstrate solid teaching experience, which must be verified by the committee.

There is no formal procedure for the recruitment of external lecturers referring to their didactic qualification. But the Dean of the Faculty organises interviews with external applicants, verifies the relevance of their CV for the lecture and pays close attention to prior experience in teaching. For their first time these lecturers get a one-year contract. Later, if they have proven their quality of teaching, they will be mandated to teach for a longer time.

Self-development and advanced training are carried out throughout the entire career of scientific and pedagogical teachers. Each of them regularly undergoes further training both based on the institute and in external organisations. The qualifications of leading and scientific-pedagogical teachers correspond to the qualification characteristics established in the Unified Qualification Guide for the positions of managers, specialists, and employees. The frequency of teacher training is regulated by orders of the Academy and is determined as necessary, but at least once every five years. Further training of the teaching staff is carried out in the form of short-term thematic training, thematic and problem-oriented seminars, long-term training for in-depth study of current problems or the acquisition of professional skills, self-study, and training in individual programmes.

As far as practical business experience of faculty is concerned, the RANEPA strongly emphasises that theoretical concepts being taught need to be practically applied. Therefore, the study programmes rely on external lecturers, too. As for both programmes the teaching staff is provided with wide experience in the field of advanced training and re-training of managerial personnel, extensive practice as business consultants, or in leading positions in the public administration system, as well as wide experience in scientific and methodological work.

The teaching staff is actively involved in scientific research in the field of international policy studies. Every year teachers of the department take part in international scientific conferences both in Russia and abroad (e.g. Astana 2013, Volgograd 2016, Belgrade 2018, Bishkek 2018, Kaliningrad 2018, Astana 2019).

On an ongoing basis, the Academy carries out intra-university cooperation: The Academic Council and the Accreditation Commission of the Academy are coordinating the modules and syllabi of the disciplines taught at different faculties, to ensure a single base part of the curriculum in this area and to avoid duplication in the variable part, ensuring the uniqueness of the programme. The faculty regularly organises joint meetings at which the entire teaching staff of the faculty of marketing and international cooperation is present.

The teaching staff of the Faculty of Marketing and International Cooperation is constantly collaborating in the framework of regular scientific and practical conferences. Moreover, they are involved in a substantial number of internally and externally funded research projects, that help to forge and maintain strong, cooperative ties between different internal faculty members.

In recent years, joint textbooks, and manuals of authoring teams of teachers of the faculty "Institute of Management and Marketing" have been published, such as: "Personal Management: Practice-oriented Approach", "Financial and Monetary Policy and Economic Security", "Business risks in the context of innovative growth. Textbook".

Faculty members remain available to the students, after classes, too. Contact information is displayed on the University's website. Thus, students can get answers to the questions or meet face-to-face during scheduled or office hours. The study programme assistants can give students support on day-to-day basis.

All teachers advise students on practical and interdisciplinary issues of the programme. Students can use the programme database, which includes information about potential business partners both within Russia and abroad and to receive practical assistance in establishing direct business ties with domestic and foreign business partners.

Appraisal:

The panel is convinced that even if the teaching assignments in other study programmes are considered, the structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time lecturers as well as of external lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. The RANEPa verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of both study programmes. The RANEPa verifies the qualifications of the faculty members by means of an established procedure. The Academy ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented.

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice. The panel welcomes that particularly the external teachers from business and administration have above-average experience and use them in their teaching activities. This practical experience conveys to the students a special insight into practical problems and solutions but also opens them a chance to get a direct link to a future job.

The faculty members cooperate with each other for the purpose of tuning the curriculum and lectures towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|----------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.1 | Faculty | | | | | |
| 4.1.1* | Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion) | | | X | | |
| 4.1.2* | Academic qualification of faculty (Asterisk Criterion) | | | X | | |
| 4.1.3* | Pedagogical / didactical qualification of faculty (Asterisk Criterion) | | | X | | |
| 4.1.4 | Practical business experience of faculty | | X | | | |
| 4.1.5* | Internal cooperation (Asterisk Criterion) | | | X | | |
| 4.1.6* | Student support by the faculty (Asterisk Criterion) | | | X | | |
| 4.1.7(*) | Student support in distance learning (only relevant and an Asterisk Criterion for blended learning / distance learning programmes) | | | | | X |

4.2 Programme management

The programme manager of each programme organises the educational process, the current and long-term planning of the activities of each programme, considering its goals and objectives and controls the fulfilment of planned tasks.

The programme manager coordinates the activities of administrators, takes measures to create the necessary social conditions for students of the programme, and participates in resolving issues of advanced training and professional skills of programme employees. Moreover, he or she takes part in the development and strengthening of the educational and material base of the faculty, proving with modern equipment, educational literature, teaching aids and technical means.

This function includes organising and conducting educational-methodical (scientific, scientific-methodical) meetings and conferences, coordinating the preparation, review and publication of educational-methodical documents, the implementation of scientific research and scientific and methodological work.

The programme manager ensures the timely preparation of established reporting documentation and coordinates the details of all persons involved in the implementation of the programme and ensures coordinated work.

RANEPA's administration consists of units that are responsible for several duties such as for admission, personnel, facilities, student support, disabled persons, and finance. They also support faculty members and students in study and program administration as well as in relation to mobility, internships, and work placements. Organisation of the training process, administrative support, as well as the decision-making process and the respective responsibilities are defined. There is also technical support for technical questions regarding the IT. Finally, the student's service is available also electronically for general questions and concerns relating to studying and living in Moscow and dormitories.

Because of the pandemic Covid-19 students and faculty were and are still forced to absolve at least parts of the studies online. This challenge seems to be accepted and includes individual counselling. Students were quite satisfied when describing their situation in home-office.

Appraisal:

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved. The opportunities of electronic service-support are used and supplement personal one-to-one counselling.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.2 | Programme management | | | | | |
| 4.2.1* | Programme Director (Asterisk Criterion) | | | X | | |
| 4.2.2 | Process organisation and administrative support for students and faculty | | | X | | |

4.3 Cooperation and partnerships

As already mentioned above, the RANEPА has close ties with several universities, such as the Technical University of Riga, the Abylay Khan Kazakh University of International Policy Studies and World Languages, Yerevan State University, and Xinjiang State Pedagogical University (China). These universities regularly participate in scientific and practical conferences of the Faculty, as well as are places of international practice. According to the Academy, involving other universities and academic institutions or communities in certain parts of the programme or providing them with educational services (such as the School of International Business and Entrepreneurship (SIBE / Steinbeis-Hochschule), Germany, and the Riga Technical University, Latvia) ensures the quality of the programme. For the future, the Faculty also seeks a substantial amount of student exchange agreements to give students the opportunity to broaden the academic, social, and cultural experiences. Some of these cooperation agreements have been presented to the panel.

For several programmes including the programmes at hand the Academy has concluded partnerships with state structures, enterprises and managers in regions of the Russian Federation and neighbouring countries such as: State Duma of the Russian Federation, PJSC LUKOIL, Federal Agency for the Commonwealth of Independent States, compatriots living abroad and international humanitarian cooperation, Federal Atomic Energy Agency, Federal Agency for Nationalities, the EurAsEC, Assembly of the Peoples of Russia, etc., also with the Saudi Arabian company DRMAC Development & Investment, which is documented in an agreement in writing.

Appraisal:

The panel welcomes that the Academy practices an intensive cooperation with universities abroad which has a positive impact on the programmes at hand. This cooperation facilitates students to absolve internships or work placements abroad which they highly appreciate as they told the panel during the online conference. The scope and nature of cooperation with universities, other academic institutions, and networks relevant for the programme are plausibly presented. Agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programmes. All such activities contribute to the development of the students' qualification and skills.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programme are plausibly presented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality r. |
|----------|--|-------------|------------------------------|----------------------------|--------------------------|
| 4.3 | Cooperation and partnerships | | | | |
| 4.3.1(*) | Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes) | | | X | |
| 4.3.2(*) | Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes) | | | X | |

4.4 Facilities and equipment

The Academy has the material and technical base, which ensures the conduct of all types of disciplinary and interdisciplinary training and laboratory. It complies with applicable sanitary and fire safety rules and standards. An analysis of the Academy's material and technical base data (excluding the branch network) shows that the Academy has 33 federal buildings in the operational management of the total area of 302,413.9 square meters. This includes

- the area of educational and laboratory buildings with 187975.9 square meters;
- the area of the hostels with 33074.3 square meters and
- the area of other buildings with 81,363.7 square meters.

In addition, the Academy has its own medical centre, a printing house, and dormitories for students to live in the city. In addition to the sports halls, which are in educational buildings on the territory of the Academy (Vernadsky Prospect, 82 and 84, Volgogradsky Prospect, 43) there is a sports ground for conducting classes in physical education and sports. The training in Moscow, where the programmes at hand are offered is fully provided with the necessary educational and laboratory equipment.

RANEPA has described these buildings in the accreditation report in detail because the panel could not visit and see them. The panel relies on these descriptions. Furthermore, during another FIBAA accreditation procedure at RANEPA in June 2017 the buildings and facilities of RANEPA have been checked.

In accordance with the requirements of educational standards, as part of the implementation of various areas of preparation for training, the following equipment is available: classrooms equipped with appliances for the presentation of educational material, 26 computer laboratories, multimedia halls and classrooms, photo or video studios, language laboratories that provide the opportunity to conduct classes at a practical course a foreign language and a workshop on the culture of speech communication; multimedia classes equipped with appliances for playing audio and video materials in analogue and digital formats, etc. When using electronic publications, each student (including during independent work) is provided with a workplace in a computer class with access to the Internet in accordance with the volume of subjects studied. Apart from that the Moscow campus is completely equipped with Wi-Fi free of charge.

The university is provided with the necessary set of licensed software: Microsoft Office, Adobe Reader, Legal base Consultant plus (all bases), Legal base Garant (all bases). Information on the availability of training and education facilities is adapted for use by persons with disabilities.

On the Moscow campus the RANEPA has the modern teaching aids and software for students and staff with visual impairments. All buildings involved and almost all teaching and audience rooms are well equipped for disabled students and accessible without barriers.

Recommended lists of textbooks, teaching aids and scientific literature comply with the requirements of the federal educational standards for publications and electronic resources available and constantly updated in the Academy's Scientific Library, including in foreign languages. The funds of the Academy's Scientific Library number 1,1 million storage units, of which 282.780 are educational, including 83.237 compulsory, 112.338 art, and 710.450 scientific. The number of editions in electronic form on CD-media containing audio-visual materials is 911 copies. The electronic library system "University Library" includes 4.220 electronic educational publications. Discipline programmes contain links to publications from

various information databases. The Academy has access to twenty-five information databases, nineteen of which are English-speaking and six are Russian-speaking.

The Academy underlined that in several subjects that are covered by the study programmes at hand foreign textbooks such as from the US or from European countries are translated into Russian and included in the list of literature.

So, the Academy has access to almost 20 foreign information bases such as:

1. Springer - a political database containing scientific, technical, and medical content, as well as publications particularly in social sciences, economics, and jurisprudence.
2. Bloomberg - one of the leading providers of financial market information,
3. Cambridge University Press - journal archives from 1827 to 2012,
4. EBSCO Publishing - Interactive full-text databases for academic libraries,
5. Emerging Markets Information Service (EMIS) - access to the entire spectrum of information about the economies of developing countries.
6. IMF eLibrary - an information resource on the global economy of the International Monetary Fund (IMF) / International Monetary Fund.
7. JSTOR - publications on economics, business, sociology, political science, statistics, mathematics, healthcare, physics, philosophy, antique research, linguistics, literature.
8. New Palgrave Dictionary of Economics - an electronic dictionary of New Palgrave Dictionary of Economics in economics and related industries.
9. OECD iLibrary - an online library of the Organization for Economic Co-operation and Development (OECD).
10. Oxford University Press - journal archives from 1849 to 2012 in different languages, in a wide range of academic disciplines, for all levels of knowledge.
11. Oxford Handbooks Online - a unique collection of the best handbooks on subject areas. These guides include detailed analytical articles authored by leading scientists in various fields.
12. Open access to the following subject areas: Economics and Finance, Business and Management, Law.
13. SAGE Publications - magazine archives from 1890 to 2011; SAGE Publications is the world's leading independent academic and professional publisher. The publishing house publishes more than 650 journals and 800 books in such fields as natural sciences, business, social sciences, technology, and medicine.
14. Science Direct - Elsevier publishing journals in economics and econometrics, business and finance, social sciences, computer science, and others.
15. SCOPUS - one of the world's largest abstract databases (without full texts). Includes abstracts of more than 28 million articles from more than 15,000 journals (52 % of which are European), 4,000 publishing houses, more than 300 Russian journals in English.

16. Web of Science - access to the world's leading scientific citation databases with authoritative polythematic coverage of nearly 10,000 of the most influential scientific journals in the world.

Information databases in Russian are for instance:

1. eLIBRARY.RU is the largest electronic library of scientific publications in Russia, which has rich capabilities for searching and obtaining information. The library is integrated with the Russian Science Citation Index (RSCI) - a free publicly available tool for measuring and analysing the publication activity of scientists and organisations. eLIBRARY.RU and RSCI are developed and supported by the Scientific Electronic Library company.
2. Polpred.com - a news aggregator, the main feed of high-quality economic messages and industry analytics of the mass media in RuNet.
3. The System of Professional Analysis of Markets and SPARK Companies is the largest database of companies in Russia, Ukraine, and Kazakhstan with a wide range of analytical capabilities.
4. ONLINE University Library - educational, scientific literature on all branches of knowledge for educational institutions.
5. The electronic library of the Grebennikov Publishing House - access to magazines on topics such as marketing, management, finance, and personnel management.

All relevant information on access to information databases is available on the website of the Scientific Library at <https://lib.ranepa.ru/ru>.

All computers are connected to a local network. The Academy integrates advanced scientific research and educational programmes that solve the problems of innovative development within the framework of a single educational space, which is a combination of interconnected systems of educational, methodological and information support, ensuring the quality of education, management, planning and monitoring of education, as well as ensuring the mobility of students and graduate students, scientists, and teachers.

All students have their personal account. That also allows them to give a feedback about teachers and the Academy.

The information environment implements at a modern level the functions of training and management of the educational process and its quality (from recruiting students and marketing educational services to the formation and implementation of educational programmes).

Both programmes are provided with educational and methodological documentation and materials for all training courses and modules. Extracurricular work of students is accompanied by the following methodological support:

- current printed and / or electronic publications of basic textbooks and basic educational literature on disciplines based on at least 50 copies of each of the publications per 100 students presented in the library fund of the Academy;
- additional literature fund, including official, reference, bibliographic and specialised periodicals of their calculation of at least 25 copies for every 100 students presented in the library of the Academy;
- periodical literature in this area, for example, "International life", "World economy and International Policy Studies", "Society and economy".

The electronic library system and the electronic educational environment provide individual access for every student from any point where they have access to the Internet.

Students have access to professional databases and search systems such as:

1. Electronic library systems (ELS) of the Publishing House "Lan", the Publishing House IPRBOOKS, Publishing House "Yurait".
2. Federal Electronic Library System "Single window of access to educational resources". URL: <http://window.edu.ru>. Access is free.
3. Federal portal "Economics. Sociology. Management". URL: <http://ecsocman.edu.ru/>.
4. Administrative and administrative portal. URL: <http://www.aup.ru>
5. Catalogue of electronic libraries. URL: <http://www.allbest.ru/libraries.htm>.

Moreover, each student is provided with individual unlimited access to the electronic library system containing editions of educational, educational, methodological, and other literature on the main subjects studied and formed based on direct agreements with copyright holders.

The teaching staff produces teaching materials (textbooks and training manuals. Annually, educational, and methodological complexes for the programme are issued, including in electronic form for free access to students.

Appraisal:

The panel appreciates that based on RANEPА's description the quantity, quality, media, and IT facilities of the teaching rooms meet the standards required for the programme, even considering the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via Wi-Fi is provided free of charge. Enough group rooms are available.

The panel is convinced that the access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured, for instance by using SCOPUS. The literature expressly required for the study programme is available in the library and kept up to date.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.4 | Facilities and equipment | | | | | |
| 4.4.1* | Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion) | | | X | | |
| 4.4.2* | Access to literature (Asterisk Criterion) | | | X | | |

4.5 Additional services

To promote the employment of students and graduates, the Academy has a structural unit of a Career Development Centre, which was created to provide information and consulting support to students and graduates in building a successful career, developing business and partnerships with employing companies. The Career Development Centre carries out

individual work with each applicant, opens the possibility of employment and further career development, advises on the preparation of an effective resume and interviews.

The Career Development Centre offers employers the communication with students and graduates of the Academy on practice and internships in their company of employers. The centre collects information about the company, analyses media and internet, helps to create a resume, prepares a self-presentation, and provides information on the relevant legal aspects of employment. In the format of open discussions of practical cases, the Academy regularly holds master classes in the framework of the "Student Career Forum: motivation, personality, career." The Career Development Centre has a sufficient database for guaranteed employment of applicants.

Information on other service areas such as Medical Centre, cafes and canteens, scholarships, and sports can be found on the RANEPА website.

An alumni network has not been set up, yet, but the Academy intends to build up such a network.

Appraisal:

Almost every student of the Bachelor programme absolves a work placement during the first three years as well as Master students need an internship. Therefore RANEPА's career counselling and placement services play an important role, the more placements and internships promote the students' employability. The Academy provides sufficient resources for these services.

The teaching rooms and labs are equipped with state-of-the-art technology. For special contents of the curriculum (e. g. business games, role-playing games, virtual elements) the Academy possesses appropriate rooms which have the specific technical components needed.

An alumni network or organisation has not been set up, yet.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|-------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.5 | Additional services | | | | | |
| 4.5.1 | Career counselling and placement service | | X | | | |
| 4.5.2 | Alumni Activities | | | | X | |

4.6 Financing of the study programmes (Asterisk Criterion)

The Academic Council of the Faculty approves the amount of funds for the implementation of both programmes. This is carried out in the amount not lower than the established funding standards for the Academy.

The base cost of the programme is carried out on a contractual basis and amounts to 320,000 roubles per year. Being an institution based on public law and born by the Russian government the financing of the Academy is guaranteed.

Appraisal:

The study programme is funded for the entire accreditation period so that students will be able to complete their studies.

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.6* Financing of the study programme (Asterisk Criterion) | | | X | | |

5 Quality assurance and documentation

The quality assurance of educational programmes is carried out in accordance with the RANEPA's "Regulations on the Procedure for internal Assessment and Quality Control of educational Programmes". Both the Bachelor and the Master programme are defined as "educational programmes" through these Regulations.

Described is the procedure of an internal assessment of the Academy's educational programmes. The assessment aims at the recognition of its compliance with federal state educational standards of higher education and educational standards independently developed and approved by the Academy, as well as with other regulatory documents and requirements in the field of education, the mission of the Academy, the basic principles of its activities in the field of education and key indicators of the Development Program for 2012 - 2020. Moreover, the Regulations require and describe a certain procedure for the internal assessment.

Within the framework of a unified strategy for ensuring the quality of educational programmes, the Academy has established the Centre for Expertise of Educational Programmes (CEEP), which is responsible for quality monitoring and organisational support for these internal assessments.

The CEEP has multiple duties such as: It accompanies the procedure for the internal assessment of educational programmes, it participates in the organisation of expert sessions of educational and methodological councils and the external examination of the submitted documents; it provides information for the activities of the Academy's educational and methodological councils regarding the internal accreditations; it participates in the organisation of seminars and continuing educational programmes for teaching staff and employees of the Academy on issues of ensuring the quality of educational programmes; it participates in elaborating a unified system for quality assurance.

Students can participate in the development of the content of their professional education in accordance with the internal "Regulations on the participation of students".

Once a year and at the end of the studies the programme conducts a survey of students, offering to fill out a questionnaire. The main questions are among others about understanding the topics covered in the discipline, the used forms of classes, except lectures, the use of active teaching methods in the course, analysis of specific situations, business and role-playing games, training, and the accessibility of materials and the student workload. The results go into a final survey.

An evaluation by faculty does not take place. The other way round the Academic Council, created at the Institute of Management and Regional Development, monitors the activities of teaching staff, takes into account the activities in research and information-analytical work, approves the curricula and programmes, and sets the standards for the teaching load for teachers.

The results of the decisions of the Academic Council, the analysis of feedback from students and graduates including other factors such as student workload and success rate are considered when forming and updating the programme, when it is necessary.

External advice by employers and third parties is performed as providing expert judgements on the programmes. Such judgements are available from The Centre for Foreign Policy of the Institute of Economics of the Russian Academy of Sciences, the Organization for economic cooperation and development, and the Economic Partnership "Tyva Energoinvest", Samsung Electronics, Ltd, representative office in Russia.

The main documents, requirements relating to the content of the programme and its structure, are published in detail and are publicly available on the faculty website <http://the Institute of Management and Regional Development .ranepa.ru/>. This website guides not only to both programmes but also to several service areas of the Academy.

Activities of each programme during the academic year are published in the annual report submitted to the Instruction Administration. Information about academic performance is entered centrally into the CAS programme (Complex Automated System); all grades are displayed in students' personal dashboards. News about the passage of foreign practices, conferences and events are published on the Institute's website in the form of news. Data on teachers, passing advanced training are displayed in the personal accounts of teachers.

At the end of the studies the chairman of the State Examination Commission draws up a report on the results of the state final examination in the approved form.

Appraisal:

With the regular internal assessment, the RANEPA has established a quality assurance and development procedure, as far as the compliance with state standards and other requirements is concerned. Also, the CEEP is a body that at the same time controls and promotes the quality of educational programmes such as the Bachelor and the Master programme at hand. It systematically and continuously monitors and develops the quality of the programmes with respect to their contents, processes, and outcomes. It considers the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process.

Since an evaluation by faculty does not take place the panel recommends the Academy to establish a procedure which opens the possibility to include their ideas and proposals on improving the study programmes.

The panel can acknowledge that the advice from third parties is sought and included from time to time. But lacking is an external evaluation that is carried out on a regular basis and in accordance with a prescribed procedure. The outcomes should be communicated and provide an input for the quality development process.

The study programme's content, curriculum and examination regulations have been suitably documented and published.

The Academy regularly publishes current news and information – both quantitative and qualitative – about the study programmes.

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 5.1* | Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion) | | | X | | |
| 5.2 | Instruments of quality assurance | | | | | |
| 5.2.1 | Evaluation by students | | | X | | |
| 5.2.2 | Evaluation by faculty | | | | X | |
| 5.2.3 | External evaluation by alumni, employers and third parties | | | | X | |
| 5.3 | Programme documentation | | | | | |
| 5.3.1* | Programme description (Asterisk Criterion) | | | X | | |
| 5.3.2 | Information on activities during the academic year | | | X | | |

Quality profile

HEI: The Russian Presidential Academy of National Economy and Public Administration

Bachelor programme: International Economic Relations in the Context of Globalization

Master programme: International Economic Cooperation

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|-----------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 1 | Objectives | | | | | |
| 1.1* | Objectives of the study programme (Asterisk Criterion) | | | X | | |
| 1.2* | International orientation of the study programme design (Asterisk Criterion) | | | X | | |
| 1.3 | Positioning of the study programme | | | | | |
| 1.3.1 | Positioning of the study programme in the educational market | | | X | | |
| 1.3.2 | Positioning of the study programme on the job market for graduates („Employability“) | | | X | | |
| 1.3.3 | Positioning of the study programme within the HEI's overall strategic concept | | | X | | |
| 2 | Admission | | | | | |
| 2.1* | Admission requirements (Asterisk Criterion) | | | X | | |
| 2.2 | Counselling for prospective students | | | X | | |
| 2.3* | Selection procedure (if relevant) | | | X | | |
| 2.4(*) | Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience) | | | | | X |
| 2.5* | Ensuring foreign language proficiency (Asterisk Criterion) | | | X | | |
| 2.6* | Transparency and documentation of admission procedure and decision (Asterisk Criterion) | | | X | | |
| 3. | Contents, structure and didactical concept | | | | | |
| 3.1 | Contents | | | | | |
| 3.1.1* | Logic and conceptual coherence (Asterisk Criterion) | | | | | |
| 3.1.2* | Rationale for degree and programme name (Asterisk Criterion) | | | X | | |
| 3.1.3* | Integration of theory and practice (Asterisk Criterion) | | | X | | |
| 3.1.4 | Interdisciplinary thinking | | X | | | |
| 3.1.5 | Ethical aspects | | | X | | |
| 3.1.6* | Methods and scientific practice (Asterisk Criterion) | | | X | | |
| 3.1.7* | Examination and final thesis (Asterisk Criterion) | | | X | | |
| 3.2 | Structure | | | | | |

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.2.1* Modular structure of the study programme (Asterisk Criterion) | | | X | | |
| 3.2.2* Study and exam regulations (Asterisk Criterion) | | | | Condition | |
| 3.2.3* Feasibility of study workload (Asterisk Criterion) | | | X | | |
| 3.2.4 Equality of opportunity | | | X | | |
| 3.3 Didactical concept | | | | | |
| 3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion) | | | X | | |
| 3.3.2* Course materials (Asterisk Criterion) | | | X | | |
| 3.3.3 Guest lecturers | | | X | | |
| 3.3.4 Lecturing tutors | | | | | X |
| 3.4 Internationality | | | | | |
| 3.4.1* International contents and intercultural aspects (Asterisk Criterion) | | | X | | |
| 3.4.2 Internationality of the student body | | | X | | |
| 3.4.3 Internationality of faculty | | | | X | |
| 3.4.4 Foreign language contents | | | X | | |
| 3.5* Multidisciplinary competences and skills (Asterisk Criterion) | | | X | | |
| 3.6* Skills for employment / Employability (Asterisk Criterion) | | | X | | |
| 4. Academic environment and framework conditions | | | | | |
| 4.1 Faculty | | | | | |
| 4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion) | | | X | | |
| 4.1.2* Academic qualification of faculty (Asterisk Criterion) | | | X | | |
| 4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion) | | | X | | |
| 4.1.4 Practical business experience of faculty | | X | | | |
| 4.1.5* Internal cooperation (Asterisk Criterion) | | | | | |
| 4.1.6* Student support by the faculty (Asterisk Criterion) | | | X | | |
| 4.1.7(Student support in distance learning *) (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes) | | | | | X |
| 4.2 Programme management | | | | | |
| 4.2.1* Programme Director (Asterisk Criterion) | | | X | | |
| 4.2.2 Process organisation and administrative support for students and faculty | | | X | | |
| 4.3 Cooperation and partnerships | | | | | |
| 4.3.1(Cooperation with HEIs and other | | | X | | |

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| *) academic institutions or networks (Asterisk Criterion for cooperation programmes) | | | | | |
| 4.3.2(Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes) *) | | | X | | |
| 4.4 Facilities and equipment | | | | | |
| 4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion) | | | X | | |
| 4.4.2* Access to literature (Asterisk Criterion) | | | X | | |
| 4.5 Additional services | | | | | |
| 4.5.1 Career counselling and placement service | | X | | | |
| 4.5.2 Alumni Activities | | | | X | |
| 4.6* Financing of the study programme (Asterisk Criterion) | | | X | | |
| 5 Quality assurance and documentation | | | | | |
| 5.1* Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion) | | | X | | |
| 5.2 Instruments of quality assurance | | | | | |
| 5.2.1 Evaluation by students | | | X | | |
| 5.2.2 Evaluation by faculty | | | | X | |
| 5.2.3 External evaluation by alumni, employers and third parties | | | | X | |
| 5.3 Programme documentation | | | | | |
| 5.3.1* Programme description (Asterisk Criterion) | | | X | | |
| 5.3.2 Information on activities during the academic year | | | X | | |