



*Final Assessment Report
of Main Professional Education Program
on Higher Education:*

BACHELOR'S DEGREE PROGRAMME ON

'PSYCHOLOGY'

People's Friendship University of Russia (RUDN)

PHILOLOGICAL FACULTY



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I. Information on Accreditation Procedure

Subject of accreditation procedure

Educational program	Degree to be acquired	ETCS	Duration	Form of education	Language of instruction
PSYCHOLOGY	BACHELOR'S DEGREE	240	4 years	Full-time	Main - Russian

Date of on-site visit: June 08-09, 2018.

Panel members:

Rosa María Rodríguez Izquierdo, Full Professor, Universidad Pablo de Olavide, Sevilla (Spain). Appointed by DEVA.

Andrés Molero Chamizo, Full Professor, Universidad de Huelva (Spain). Appointed by DEVA.

AKKORK's Experts' team:

Tatiana Suslova, Ph. D. in Psychology, Assistant professor, Department of General and Social Psychology in the Institute of Liberal Education and Informational Technology; member of the Professional Psychotherapeutic League.

Albina Nesterova, Ph. D. in Psychology, Chief research scientist of the Psychology and Self-regulation Laboratory at the Institute of Fundamental and Applied Research; Chief research scientist of the Department of Advanced Scientific Research of the Russian Academy of Sciences.

Mariya Korkh, student of the Moscow State Psychological and Educational University.

II. Panel Members Report

Introduction: aims, structure and general provisions of the accreditation procedure

DEVA and AKKORK (DEVA: Department of Evaluation and Accreditation, Córdoba, Spain; AKKORK: Autonomous Non-Profit Organization Agency for Higher Education Quality Assurance and Career Development, Moscow, Russia), agencies for assessment, accreditation, and control of the quality of education and career development, have signed an agreement on cooperation in international accreditation of educational programs in the Peoples' Friendship University of Russia (RUDN) (Moscow, Russia). To this end, a panel group was created, consisting of two Spanish reviewers (university professors) with the assistance of three Russian reviewers from the academic and extra-academic environment including representatives of the student community.

All members of the group participated in a two-day visit to the university in June 2018. During the visit, meetings and interviews were held with the university's top management, the Dean, students and graduates of all educational programs under evaluation, as well as with employers and with the teaching staff. Earlier, the University had provided AKKORK with a self-assessment report and additional documents, which were later translated into English and forwarded to the agency DEVA and the international members of the reviewers' committee. The evaluation of educational programs by the reviewers is based on the provided written material, the additional documents provided on request, and the results of the visit

Review of the institutional profile of the Peoples' Friendship University of Russia

Russia joined the Bologna process in 2003 and since then has consistently adhered to the basic objectives of the Bologna Declaration at the national and institutional levels. Part of this process was the introduction of a two-cycle system of education at the national level in accordance with the "Framework for Qualifications of the European Higher Education Area". The program for the first cycle usually last 4 years and graduates acquire a bachelor's degree. The second cycle includes two years of study and ends with a master's degree. Graduates can later continue their education to pursue a PhD (PhD - Doctor of Philosophy), and then the Doctor of Sciences. It should be noted that the Peoples' Friendship University of Russia (RUDN) is a pioneer in the introduction of the Bologna process in the educational system of the Russian Federation.

Federal state educational standards define the learning outcomes of each educational program at each level of qualification. The structure and content of the curriculum depends largely on the requirements of the Ministry of Education and Science of the Russian Federation. All bachelor's and master's programs consist of several modules, that is, courses from different disciplinary areas. The educational programs do not focus only on a specific educational area, but offer more general education, such as the humanities and the social sciences. This is especially true for bachelor students.

Peoples' Friendship University of Russia (RUDN) was founded on February 5, 1960 by the decision of the Government of the USSR. On February 22, 1961, the University was named after

Patrice Lumumba - one of the symbols of the struggle for the independence of the peoples of Africa. The Russian language classes at the preparatory faculty for foreign students began in 1960, and at the six basic faculties of the University (Engineering, History and Philology, Medical, Agricultural, Physical, Mathematical and Natural Sciences, Economics and Law) - on September 1, 1961. In 1964, the University became a member of the International Association of Universities (IAU).

Nowadays, the structure of RUDN comprises 5 main faculties: Faculty of Physics, Mathematics and Natural Sciences, Faculty of Ecology, Faculty of Philology, Faculty of Humanities and Social Sciences, Faculty of Economics, Engineering Academy; and 10 institutes: Medical Institute, Law Institute, Institute of Foreign Languages, Agrarian-technological Institute, Institute of World Economy and Business, Institute of Hospitality Business and Tourism, Academic Research Institute of Gravitation and Cosmology, Institute of Medical and Biological Problems, Academic Research Institute of Comparative Educational Policy, and Institute of Space Technologies.

The distinctive features of the educational process at RUDN are:

- ECTS Credit system.
- European Diploma Supplement.
- Worldwide academic mobility.
- Teaching in foreign languages.
- Up to 800 academic hours of foreign languages learning.
- Diploma in translation (2-3 foreign languages).
- Over 1500 courses for continuing education.
- All levels of education (master, PhD, DSi, Clinical residency, internship).

RUDN has the right to set its own educational standards (sanctioned by Russian President, 2012). The University has a team consisting of more than 5,000 employees, among them - about 2,500 teachers, including 500 academics and doctors, more than 1,200 professors and candidates to doctor of science, 57 full and correspondent members of the Russian Academy of Science and field-specific academies, 28 Honored Scientists of Russia, and 26 full members of foreign academies and scientific societies.

The educational process and research activities of the University are supported by sufficient infrastructure, material resources and technical equipment. For example, the following indicators can describe the fully computerized library of RUDN:

- Library branches and reading halls in 5 University buildings,
- More than 17,000 users,
- 1,800,000 copies and library items at the library stock.
- Online access to more than 36 foreign and Russian databases.
- 90,000 foreign literature pieces in 70 languages.
- Electronic collections of RUDN professors' publications.

- The University has 45 educational and scientific centers and 150 scientific laboratories.

The outcome of the work of professors' and researchers of RUDN includes: 870 copyright certificates, 160 patents of the Russian Federation and 2 scientific inventions, and 84 certificates for computer programs and databases (RUDN intellectual rights).

According to international ratings, RUDN is included in the World Top-500 in the QS World University Rankings. In 2011-2014, in the annual National universities, Interfax and Echo proposed an assessment of Moscow RUDN in a ranking of 4-6th among all Russian universities, and the most internationalized university.

III. Introductory Remark

Albeit, currently, there is not an internationally agreed protocol for assessing the quality of the higher educational degrees, it seems appropriate to employ criteria roughly analogous to those that would apply if the evaluated institution were located in the same country as the agency. Therefore, the seven criteria used in this report correspond, with some necessary adaptations, to the structure of the Quality Handbook elaborated to that effect by the Andalusian Agency for University Quality Evaluation and Accreditation (DEVA). Specifically, this evaluation process relies on the last edition of the "Guide for Renewing the Accreditation of University Bachelor's and Master's Degrees in Andalusia".

For each of these seven criteria, one of four possible ratings was chosen, namely:

- "Fully conform",
- "Substantially compliant",
- "Partially compliant", and
- "Not compliant".

As applied here, the latter implies very serious shortcomings and might, depending on the criteria in question, originate an unfavorable overall assessment. A rating as "Partially compliant" implies some shortcomings, sometimes severe enough to demand changes in some aspects of the educational process. A "Substantially compliant" rating implies a satisfactory situation; however, there may be some, or even considerable, room for improvement. "Fully conform" corresponds to excellent quality. Therefore, whatever the rating chosen for each criterion, the stakeholders are encouraged to pay close attention to the provided comments and recommendations.

IV. Overall Assessment

Comment: After studying the self-assessment report, a vast range of internal documents, and holding extensive on-site meetings with the program's administrators, teaching staff, students,



graduates and employers, as well as with staff of RUDN's quality management and general leadership, we appreciate the program's quality.

Also, we are confident that the program's administrators and teaching staff, in close cooperation with relevant stakeholders at the University level, are fully committed to the objective of permanently monitoring and improving the program's quality. The favorable overall rating reflects recognition of past achievements and an expectation of further progress in that respect.

Assessment: FULLY CONFORM

V. Assessment of Key Quality Criteria

CRITERION 1. AVAILABILITY OF PUBLIC INFORMATION

Comments

The self-assessment report provides relevant public information to students and publishes appropriate information on the characteristics of the program (Psychology Bachelor) and the obtained results (pages 6 to 16 of the self-assessment document). The institution communicates appropriately the characteristics of the program and the mechanisms to ensure its quality. A document on appeals of students, employees of the University, and even other citizens, is available. In general, the document is very clear, although some statements (as "based on poor performance in examination sessions, i.e. academic failure") and terms (as "polysystemic") should be further clarified to make sure that students know the academic requirements. Some typos of the English version of the program should also be corrected.

Considering the self-assessment report, the Degree in Psychology from Peoples' Friendship University of Russia provides sufficient public information, relevant and accessible both for the enrolment of students as well as to all stakeholders. It gives continuity to the teaching processes and learning, through the website of the Philological Faculty, in which global information is offered on the degree and its development. The learning outcomes of the degree, the reports of monitoring and improvement plans are clear up to certain extent. The information extends to the visibility of the Quality Assurance System and different indicators related to the University, the internal-external projection of the Faculty, the relations with different entities and institutions, the professional world, etc.

The public information is in fact available to students and the university community, as showed in the interviews. Documents and information were provided in the interviews by the Head of the Program. The web of the University also provides clear information, although a full English version, not partial as the one found before the visit, would be helpful to international students. Besides, the information available is not always easy to find in the website. There are two different sites and it is recommended to maintain only one, as well as to maintain and, if possible increase,

the opportunities for feedback and interaction that information systems enable, trying to do more participative of their potential resources and involving, to a greater extent, the whole of the teaching staff and students.

Recommendations

RECOMMENDATION 1.- It is recommended that information on the results of the Internal Quality Assurance System of the program and the Improvement Plan be published in the official website.

RECOMMENDATION 2.- It is recommended that the English version of the official website contain the same information as the Russian one; some typos of the English version of the program should be corrected.

RECOMMENDATION 3.- It is recommended to make publicly available on the web page of the programme the timetable of classes and examinations in order to provide an opportunity for applicants and students of similar programmes from other universities to get acquainted with the particularities of the implementation of this programme at RUDN University.

RECOMMENDATION 4.- It is recommended to make publicly available (on the program's website) the information on bridging programme for first year students (what awaits them, where and with whom they can contact in case of difficulties), as well as the possibility of external internships, additional education (more specifically).

Assessment: SUBSTANTIALLY COMPLIANT

CRITERION 2. QUALITY ASSURANCE SYSTEM

Comments

The Quality Assurance System (QAS) is not only fully implemented, but it is public and accessible on the website that incorporates documentation on procedures, indicators, commissions (Center and Degree), and Results. They contribute sufficient evidence in this regard about: Protocols and indicators of quality of the degree. However, although the information is available, its arrangement makes its use complex. It is not easy to identify, because there are several documents with similar denominations. QAS includes information about Quality Policy, Quality Management Model, Quality Assurance Service, and Quality Assurance Program. It also provides information about student organizations and associations like the Education Quality Committee

(pages 17-18 of the self-assessment report). The improvement plan included in the program is not exhaustively exposed in the document (specific initiatives coming from analysis and review of general results would be useful), although the basic information is provided. The self-assessment report indicates that the QAS is implemented and reviewed periodically. QAS also includes an improvement plan from 15 different indicators (pages 19-20). On the other hand, the QAS shows the results of follow-up processes (pages 20-21). In sum, the University describes a quality assurance system with potential to continuous improvement. An appendix about quality assurance regulation and quality policy is provided. Documents relative to “Learning Process Quality Assurance” (Rector's order) are also available.

Documents of the QAS were available during the visit to the institution. A meeting with the Head of the Education Quality Assurance Department provided clear information to confirm the availability of a quality assurance system. All documents provided by the Department also confirmed the implementation of this system.

A future challenge that we converted into a recommendation for the adoption of decisions is to increase the frequency in the participation in quality assurance systems; not so much in what they normatively establish - what is not discarded - as in the strategic or operational actions that allow better achievements in this area.

In addition, the Improvement Plan is not defined in a particular way for the degree. The Panel found lack of precision on certain important aspects related to the improvement plan and the assessment of teaching staff.

In the indicated improvement actions the procedures should be explained in more detail. Concrete actions should be established with the planning of specific initiatives and the responsible people appointed, as well as a precise calendar for the development of the measures proposed, together with the procedures for their monitoring and evaluation. The indicated improvement measures are defined in the general frame of the University and not so much defined specifically for the Faculty or the degree. It would be advisable to specify more the actions and improvement proposals specifically for the degree in question.

Based on the regular monitoring of 2016, according to the quality indicators, the Education Policy Administration (taking into account the proposals of the faculty and the department) developed a set of measures to improve the “problem” indicators, which for the programme “Psychology” were: 1, 6, 8, 10, 11, 12, 14 and 15.

For the indicator 1. "The share of implemented international joint basic programmes (double degree programme) and programmes with modules of included education in% of the total number of programs" in 2017-2018 events are not planned.

For the indicator 6 “Methodical activity of teachers”, plans were made for publishing educational materials of the departments of social and differential psychology, psychology and pedagogy, taking into account the planned indicators of quality.

For the indicator 8 “Defence in foreign languages” - preparation of defences in a foreign language in all bachelor programmes for students who are studying at the same time in the program “Translator in the sphere of professional activity”.

According to the indicators 10 and 11 "Amount of financing" - the heads of the departments together with the deputy dean for scientific work intensify activities on obtaining grants for research from the Russian Foundation for Basic Research, as well as grants for federal programs of ministries and departments, foreign scientific grants.

According to the indicator 15 “Employment” - the heads of the departments intensify contacts with bases of training and employers on employment issues, attracting students for participation in career days and job fairs.

In terms of the indicator 12 "The share of Master’s degree students in a given contingent of students enrolled in Master degree programmes and Bachelor degree programmes, %", an advertising campaign is conducted in foreign universities by the responsible for the international activities of the Faculty of Philology together with the degree granting departments of the Psychology department.

According to indicator 14 "Students' satisfaction with the quality of education", it is planned to implement:

1. Active involvement of students in the management of the educational process at the faculty.
2. Regular meetings of the management of the faculty with the students.
3. Monthly monitoring of the quality of education at the faculty.

In general, the monitoring conducted among students of the programme, show that satisfaction with learning has slightly increased since 2011.

Thus, the self-assessment report shows that the program managers and the teaching staff are interested in providing the quality assurance for this program, as well as in its improvement, but it should be noted that plans for the programme’s improvement and monitoring results (on the website, for instance).

Recommendations

RECOMMENDATION 5.- It is recommended that the Improvement Plan of the degree be more detailed. Specific initiatives coming from the analysis and review of general results would be

useful. Concrete actions with the planning of specific initiatives should be established, as well as the responsible persons and a precise calendar for the development of the measures proposed.

RECOMMENDATION 6.- It is recommended to take measures to get an increase in participation in the Quality Assurance Systems.

RECOMMENDATION 7.- It is recommended to provide more detail on the EQS procedures related to instruments used to collect stakeholders' opinion.

Assessment: SUBSTANTIALLY COMPLIANT

CRITERION 3. DESIGN, ORGANIZATION AND DEVELOPMENT OF THE PROGRAM

Comments

The educational program is well organized and includes information on competences and curricular structure, recognition of credits and complementary training. The program is up to date and is in accordance with the conditions set out for verification. The training program has an appropriate design, an organization and curricular development according to the nature and scope of the degree. It is worth considering positively the concern for freshmen adaptation to University study, the interdisciplinary of the formation plan and the search for uniqueness of the offer. Special emphasis is placed on the important role of external internships in the training of students, and the sensibility towards people with health impairments. Teaching guides for some subjects need more academic information and details, as compared to the rest of the subjects.

The Department provided more completed and detailed guides during the visit, with more academic information available to students. An interview with the Head of the Program, and all documents provided by the Department, also confirmed that the information of the different subjects provided to students is clear and complete. It is recommended, firstly, to specify the procedure for updating the subjects program and the management of the end-of-degree dissertations. Secondly, to improve quality, the theoretical-practical development of the subjects should be made explicit, as well as the articulation of its contents with external practices, teaching work, methodologies and systems of evaluation. And finally, it is recommended to articulate mechanisms to systematize the horizontal and vertical coordination, as well as the management of end-of-degree dissertations.

In general, the evidence provided demonstrates that it is a training program with an adequate design, an organization and a curricular development according to the nature and scope of the

degree. However, taken into account the international approach of the University, management should start a gradual process of implementing courses in English, apart from the Master classes already offered. In this regard, we were not able to communicate in English with teachers so they should also begin a process of acquisition of language skills. Moreover, this effort would be appreciated by non-Russian students who put a lot of work in acquiring other language different from their own in order to be accepted at the University.

Recommendations

RECOMMENDATION 8.- It is recommended to set a standard for teaching guides. The teaching guides of some subjects provide sufficient academic information and details, but this is not the case for all of them. Teaching guides should include the methodology of the training activities and assessment systems.

RECOMMENDATION 9.- It is recommended, to specify the procedure for updating the subjects' contents and the management of the end-of-degree dissertations. The theoretical-practical development of the subjects should be made explicit, as well as the articulation of its contents with external practices, teaching work, methodologies and systems of evaluation. Horizontal and vertical coordination should be more systematic.

RECOMMENDATION 10.- It is recommended to start a gradual process of implementation of courses in English, to increase the quality of the degree and to advance in the internationalization of the programme. This implementation will help to improve the programme by means of the contributions of external teachers and researchers from the international scientific community.

RECOMMENDATION 11.- It is recommended the development of practical training bases for students.

RECOMMENDATION 12.- It is recommended to take measures to achieve a more active involvement of employers in the development planning of the educational program pathways (for example, in the framework of the practical performance and WRC preparation).

RECOMMENDATION 13. It is recommended to take measures leading to an international cooperation intensification for providing of external internships, as well as quality assurance of international mobility programs for students, advanced training for teaching staff.

Assessment: SUBSTANTIALLY COMPLIANT

CRITERION 4. ACADEMIC FACULTY

Comments

The teaching staff is in accordance with the characteristics of the educational program. Academic categories, teaching and research experiences, and professional experience are optimal for the educational program (pages 33-49 of the self-assessment document). With respect to supervision and teaching assignment, only information about practice/internship supervision by teaching staff is provided in the document, by a website link. In criterion 4 of the self-assessment document (page 33) there is no information about the teaching staff's selection criteria for appointment as directors of end-of-degree dissertations. Regarding the coordination of teaching, only the following information appears in criterion 4 of the document: "Teachers in the programme prepare teaching and learning materials for each of their subjects and update them on a yearly basis with due regard to the subjects already covered and the students' knowledge, skills, and competences". The teaching staff involved for the development of the degree constitutes a sufficient number to guarantee the development of the title and the acquisition of competences foreseen by the students. No detailed information is provided regarding the recruitment or selection process of professors. These aspects should be more transparent and criteria should be published.

More information about supervision and teaching assignment procedures, and about specific mechanisms that ensure the coordination of teaching, was provided during interview with the Head of the Program and several professors. Coordination is implemented through regular meetings between the teaching staff of the Department. The visit confirmed that the academic staff is appropriate and in accordance with the characteristics of the program and students. No detailed information is provided concerning the supervision of internships, although students are satisfied as well as employers. Teachers also demonstrate to be very committed with students and the vision-mission of the university. Students appreciate their dedication and availability to deal with their concerns. The documentary references provided, as well as the employers opinions coincide in pointing out that the profile of the teaching staff is appropriate to the characteristics of the degree and its training program. Students' satisfaction with the teaching activity of academic staff is very high.

Recommendations

RECOMMENDATION 14.- It is recommended to provide students with more information about the procedures of practice/internship supervision by teaching staff, as well as the selection criteria to appoint supervisors of end-of-degree dissertations.

RECOMMENDATION 15.- It is recommended to provide more detailed information regarding the recruitment or selection process of professors. Selection processes should be more transparent

and criteria should be public.

RECOMMENDATION 16.- The faculty staff should involve more students enrolled in the program, as well as graduates and employers, in research and development activity (development of programs and research in the framework of GRANTS and initiative research) .

RECOMMENDATION 17.- It is recommended to provide opportunities for teaching staff to implement teaching in a foreign language (further training of teaching staff, international internships).

RECOMMENDATION 18.- Teaching staff should conduct further work to diversify databases of training, take into account the subject of research work of students in the course of preparing and writing term papers and bachelor's thesis.

Assessment: FULLY CONFORM

CRITERION 5. INFRASTRUCTURES, SERVICES, FACILITIES AND RESOURCES

Comments

According to the self-assessment document, the infrastructure and resources reported are appropriate to the characteristics of the qualification (pages 50-51 of the document). Information on academic and professional orientation services is provided in the website (<http://eng.rudn.ru/career/vacancies/>), but the most relevant information about these services should also be available in the self-assessment report. In general, the support personnel and resources seem appropriate to the qualification and the student characteristics.

During the visit, the material and technical facilities of the educational program were showed by the Head of the Program and different members of the staff. Facilities, services and resources (educational centre, library, classrooms, computer labs, gymnasium, museum, etc.) are completely appropriate. There are enough infrastructures to develop teaching activities. The library is well equipped and it has a virtual classroom and enough computer tools for its development. It is worthwhile mentioning the sensibility to facilitate barrier-free access for people with health impairments. The students count on various guidance services, suitable for obtaining the skills and competences required by the degree. Mention should be made of the special care given to first-year students and students with learning difficulties. It is recommended to count on some labs to carry out the formation.

Recommendations

RECOMMENDATION 19.- It is recommended to implement the use of laboratories to strengthen the quality and diversity of learning processes.

RECOMMENDATION 20.- It is recommended that the main information of the academic and professional orientation services should be provided in the program and in specific documents, not only in the website.

RECOMMENDATION 21.- Internationalization programs should be strengthened in order to facilitate the interaction with other universities.

RECOMMENDATION 22.- It is recommended to complete the material and technical equipment of the "Experimental psychology and psychodiagnostics" laboratory.

Assessment: FULLY CONFORM

CRITERION 6. LEARNING OUTCOMES

Comments

The training activities reported in the program seem optimal to attain the competences and goals of the degree, although specific information on methodology should be provided. The assessment systems seem appropriate for certifying students' acquisition of the competences (pages 52-55 of the self-assessment document), but the main aspects of the methodology and assessment systems in the case of the end-of-degree project should be clarified. The teaching syllabuses of the courses provide enough information about the methodology and evaluation systems. However, the teaching syllabuses of the courses are not always oriented towards competences. It is recommended to start a process to shift from content to competences.

During the visit, new information was provided in the interviews with the Head of the Program, several professors, and some graduates. The criteria for evaluation were clarified. There are open and transparent criteria that translate in four grades of evaluation; from A to D. Students have all necessary information to analyze the results of their evaluation. Criteria are clear for students (as revealed by an interview with them). The methodology for the evaluation of the end-of-degree project was also clarified during these interviews, and consists of different grades of evaluation according to the outcomes. The procedure for elaborating questions for exams and tests is very clear and well specified. Performance by subject shows that the number of students that pass is

very high. Overall, the educational activities and results of learning are consistent with the graduate profile.

Recommendations

RECOMMENDATION 23.- It is recommended to start a process to shift the emphasis of the courses from contents to competences.

RECOMMENDATION 24.- It is recommended to expand subjects of graduate qualification works and research bases, as currently bachelor's studies are mainly educational institutions based.

RECOMMENDATION 25.- It is recommended to involve employers in the scientific and practical guidance of graduate qualification works.

RECOMMENDATION 26.- It is recommended to motivate the teaching staff and students to perform research in the framework of bachelor's studies on social orders of employers, and this can be already implemented at the stage of course projects preparing and writing.

RECOMMENDATION 27.- It is recommended to develop and adopt uniform requirements for the writing of GQW, in particular, the writing of scientific and research theses in the introduction.

RECOMMENDATION 28.- It is recommended to provide the opportunity for students to perform research in the preparation and writing of courseworks and graduate qualification works as part of "Experimental psychology and psychodiagnostics" laboratory activities.

Assessment: FULLY CONFORM

CRITERION 7. INDICATORS OF SATISFACTION AND PERFORMANCE

Comments

According to the program, the qualification has mechanisms to determine the degree of satisfaction among teachers, students, administrative and support staff, graduates and employers (page 59 of the self-assessment document). Different surveys show that students are satisfied with the teaching performance of the academic staff (page 60). Criterion 7 of the self-assessment document provides no information on the temporal evolution of academic indicators. Some general information on academic indicators is placed in Criterion 2. Employment rate indicators are provided in the self-assessment report (pages 61-62). The reported alumni employment appears

appropriate in the context of the degree. Specific reports on the sustainability of the degree are not provided in Criterion 7.

During the visit, a meeting with the chair of the Student Council and several students confirmed the availability of information services and academic/professional orientation services. Essential information on the temporal evolution of academic indicators was provided in detail by the Head of the Education Quality Assurance Department, and it was available in different documents. According to the information provided, the evolution of academic indicators (for example, percentages of graduates, etc.) is considered optimal. The Head of the Internship and Employment Organization Department revealed that academic performance in the Institution is allowing increasing rates of employment for graduates. A meeting with employers (such as the Center of Social Help for Families and Children “Doverie” or the General Director of the “Open school of Psychology”) also confirmed an effective relationship between the Institution and different employers, and an effective functioning of the Internship and Employment Organization Department. The assessment made by students about the learning quality of the degree is considerably high and it has improved from 2010 to 2017. The degree of satisfaction with the quality of education by teachers, employers and alumni of the Philological Faculty is very high as well, and it has increased over the years in the period 2012-2018. Students are satisfied to have the opportunity to evaluate professors every semester. There is not enough information about satisfaction with academic and professional guidance services. The recommendation would be to elaborate clear indicators to assess the satisfaction of students with the academic and professional orientation related to the degree. The employment rate seems quite high and in relevant positions related to the profile of the degree. It is recommended to diversify beyond the school setting, starting with the location where students go for internship. Neither in the short nor in the medium or long term, the feasibility or sustainability of the title is questioned, taking into account the different aspects evaluated.

Therefore, from the educational profile of the degree and the resources available, the degree is potentially sustainable. Besides, there is sufficient evidence of satisfaction indicators and that these indicators are considered in the improvement of the educational program.

As a result of mastering the programme, the Bachelor degree programme graduates have formed competences in the field of psychology. About 30 % of the Bachelor degree programme graduates continue their education in the Master degree programmes of Russian and foreign universities. About 60 % of the Bachelor degree programme graduates work according to the field of study in recruitment agencies, consulting and training centers; social support centers; in schools and higher education institutions; in the psychological department of the emergency service; in the field of public relations, mass communication, advertising and business, etc. Foreign graduates, as a rule, work in their native countries in educational institutions, ministries, and in business. Basically, this is a good result of graduates' job placement according to the field of study, however, degree granting departments need to monitor the demand for psychologists in the region, which



will make it possible to adjust curricula, in particular, a block of variable part disciplines and elective courses, as well as to draw up topics for graduate qualification works.

Recommendations

RECOMMENDATION 29.- It is recommended that information on the temporal evolution of academic indicators be provided in Criterion 7 of the self-assessment document. Specific reports on the sustainability of the degree should also be provided.

RECOMMENDATION 30.- It is recommended to provide more detailed information about satisfaction with academic and professional guidance services. It would be helpful to elaborate clear indicators to assess the satisfaction of students with the academic and professional orientation they receive.

RECOMMENDATION 31.- Although the employment rate related to the profile of the title is high, it is recommended to diversify beyond the school setting, starting with the location where students go for internships.

RECOMMENDATION 32.- The current values for drop-out and graduation rates are adequate but it is recommended to consider additional information to analyze if these values respond to an isolated situation or to a real trend.

RECOMMENDATION 33.- It is recommended to conduct research on the request of employers; the use of their experience in the development of training and methodology complexes for practice-oriented disciplines.

RECOMMENDATION 34.- It is recommended to expand the block of practice-oriented disciplines in the curriculum.

RECOMMENDATION 35.- It is recommended to look into the possibility of providing students with learning of certain subjects in a foreign language.

RECOMMENDATION 36.- It is recommended to expand opportunities for international cooperation, expanding the range of international events in order to enrich opportunities for foreign students.

Assessment: SUBSTANTIALLY COMPLIANT



VI. Conclusions

Considering that all indicators analyzed are positive, and all criteria are achieved, we can conclude that the result of the evaluation of this program is optimal. The educational profile of the qualification is solid and the quality of the degree is high.