


The logo for AKKOPK, featuring the acronym in a stylized blue font with a red underline.

*Агентство
по контролю
качества образования
и развитию карьеры*

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Approved by

Chairman of the Advisory Council

_____ Shadrikov V.D

REPORT

**on the results of an independent evaluation of the main professional
educational programme of higher education
39.03.01 “Sociology” (Bachelor degree programme)
at the Federal State Autonomous Educational Institution of Higher Education
the “North-Caucasus Federal University” (NCFU)**

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Expert:
Leskova I.V.

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Moscow – 2017

CONTENTS

REPORT ON THE RESULTS OF AN INDEPENDENT EVALUATION OF THE MAIN EDUCATIONAL PROGRAMME	3
1. CURRENT STATUS AND TRENDS OF DEVELOPMENT OF THE REGIONAL MARKET OF EDUCATIONAL SERVICES IN THIS FIELD OF STUDY	3
2. SUMMARY OF THE PROGRAMME	8
3. QUALITY OF LEARNING OUTCOMES	12
4. QUALITY ASSUARANCE OF EDUCATION	17
4.1. Strategy, goals and programme managemnt	17
4.2 Structure and content of the programme	19
4.3 Teaching materials	20
4.4 Technologies and techniques of educational activities	Ошибка! Закладка не определена.
4.5 Teaching staff	27
4.6 Material and technical and financial resources of the programme	29
4.7 Information resources of the programme	30
4.8 Research activity	31
4.9 Participation of employers in the implementation of the programme	33
4.10 Students' participation in the programme management	33
4.11 Student services on a programme level	34
4.12 Career guidance and applicants' preparation	35
CV OF EXPERTS	37

REPORT ON THE RESULTS OF AN INDEPENDENT EVALUATION OF THE MAIN EDUCATIONAL PROGRAMME

The main educational programme 39.03.01 “Sociology” is implemented by the administering department of Sociology of Institute of Education and Social Sciences of the North-Caucasus Federal University (the NCFU) and leads to the award of the Bachelor qualification. The programme is run by the Head of the Department of Sociology, Doctor of Social Sciences Lushnikov D.A. The following profiles are implemented in the field of study: “Social structure, social institutes and changes” (full-time education), “Sociology of management” (extra-mural education).

An independent external assessment of the educational programme has been conducted by the AKKORK expert Irina V. Leskova from the 9th until 10th November, 2016.

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

Analysis of the role and place of the programme:

The main educational programme 39.03.01 “Sociology” is implemented in accordance with the legal documents of the Federal Government and the Russian Ministry of Education, the SCFU Strategic Development Plan of 2012-2021 on educational programme “Sociology” is in demand in the educational environment and the labour market both in the scale of the city of Stavropol and in the whole region (Stavropol Territory). The programme is designed in accordance with the standards of the accredited profession and consistent with the mission of the university and the employers' needs. The expert notes the relevance of educational trajectories within the accredited educational programmes satisfying consumer needs; a sufficient level of quality of the educational services at the university, the adequacy of the educational programmes to modern requirements of society and the problems of industrial-innovative development of the region.

The educational programme of higher education specialising in 39.03.01 “Sociology” implemented in North-Caucasus Federal University provides training of the in-demand experts. The following data reveal the fact of the demand for sociologists (the experts in the field of Sociology and related industries including Marketing) in the labour market of the city of Stavropol”

- <https://stavropol.hh.ru> – 31 job offers (vacancies according to such search queries as “sociologist”, “marketer”, “merchandiser”);
- <https://stavropol.superjob.ru> – 57 job offer (vacancies according to such search queries as “sociologist”, “marketer”, “merchandiser”);
- <http://hotwork.ru/jobs/stavropol/>– 49 job offer (vacancies according to such search queries as “sociologist”, “marketer”, “merchandiser”)

In this case, the requirements for applicants (according to the vacancies posted on the website <https://stavropol.hh.ru>) include “higher professional education (Psychology, Sociology, Pedagogy, Personnel management)”, “knowledge of marketing principles, knowledge of Sociology, Psychology”. During the period from 2015 to 2016 a significant number of graduates were employed in applied fields (Trade, Advertising, PR) - 78%, the social sphere - 65%, public service - 35%, in education and science the index is 28% and the lowest percentage of employed graduates is presented by the security forces.

It enables expert to draw the conclusion on the range of the applicable competencies for the prospective employees with the qualification of sociologist that includes not only extremely

specialised fields but also skills related to the BA sociologists. Such skills imply the knowledge of marketing, merchandising, logistics, PR, psychology, advertising and strategic management.

The main partners providing comprehensive professional practices, as well as the employers are: Limited Liability Company Research Centre “Analitika-Yug”; Education Management Administration of the city of Stavropol; Stavropol regional public organisation on protection of the rights and interests of people with disabilities, people with limited mobility “Dostupnost”; the Ministry of Finance of Stavropol Territory; Stavropol regional public organisation “Network Initiatives Support Centre”.

According to the recent studies among the employers of the city of Stavropol conducted in September, 2016, the distribution of sociologists in employment is the following: “Marketing, Advertising, PR” - 78%, “Social sphere” - 65%, “Public service” - 35%, “Education and science” - 28%, “Security agencies – Ministry of Internal Affairs, the Federal Security Services of Russia, the army” - 10%. In comparison to 2015 the applied fields such as “Marketing, Advertising, PR”, “have become more popular” (graduates have begun to enrol precisely in these areas) by 14%.

Thus, there is a factor of the limited number of companies and professional practices database – the potential employers for graduates in this field of study.

The competitive environment in this field of study in the region can be fairly described as follows. The NCFU is the only university in Stavropol that prepares students in the field of Sociology 39.03.01. The contingent of students: 83 students are involved in full-time education, 13 students are involved in extra-mural education.

Preparation in the field of Sociology 39.03.01 in the North Caucasus Federal District is carried out by the State Federal-Funded Educational Institution of Higher Professional Training “North Ossetian State University after K. L. Khetagurov”. The Founder of the University is the Ministry of Education and Science of the Russian Federation. The university implemented the Sociology programme 39.03.01 (without profile). Number of students: 59 students are involved in full-time education.

In southern Russia, in addition to SCFU and “North Ossetian State University after K. L. Khetagurov” the preparation to the field of Sociology 39.03.01 is implemented by the State Federal-Funded Educational Institution of Higher Professional Training “Kuban State University” (the KubSU). The Founder of the University is the Russian Federation Ministry of Education and Science. The University carries out preparation of bachelors on the following profiles: “Applied Methods of Social Research” (full-time education, extra-mural education), “Social Theory and Application of social knowledge” (extra-mural education). The contingent of students is as follows: 146 students are involved in full-time education, 20 students are involved in extra-mural education.

Federal State Autonomous Educational Institution of Higher Professional Education “Southern Federal University” (the SFEDU) (The Founder of the University is the Russian Federation Ministry of Education and Science) implemented the Sociology programme 39.03.01 (without profile). Number of students: 114 students are involved in full-time education, 100 students are involved in extra-mural education.

Thus, the greatest competition in this area for the NCFU is on the part of the SFEDU with a contingent of 214 students (full-time education and extra-mural education) against 96 students (full-time education and extra-mural education). Another competitor is the KubSU leading the preparation of the two profiles with the index of 166 students.

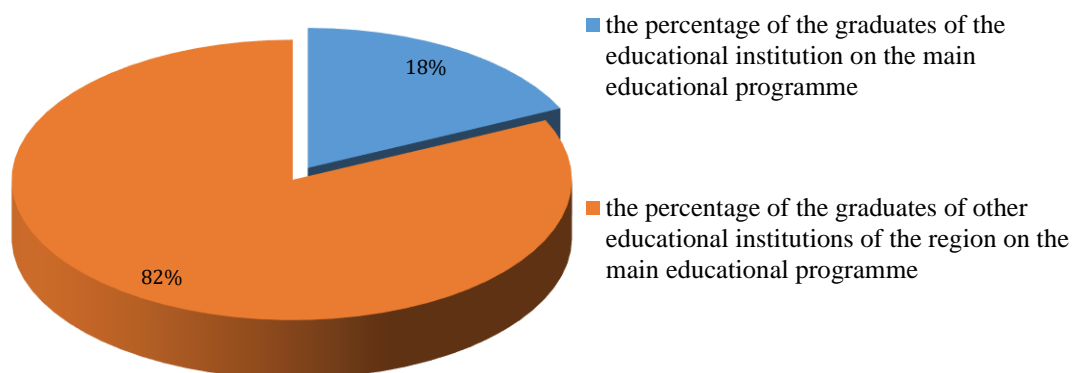
To sum up:

The NCFU has several implemented programmes: “Social structure, social institutes and changes” (full-time education), “Sociology of management” (extra-mural education), which can successfully compete in the region with other universities who train in the field of 39.03.01 “Sociology”. The positive effect is given due to the organisation of measures to improve the efficiency of employment of graduates: Job Fairs, Career Days, Workshop, VIP-lectures of

famous graduates, interim / final distribution of senior students, presentations from the companies-employers, workshops, business games, business cases for university students.

As a result of analysing the role and place of the educational programme and the characteristics of the formation of the regional educational market, and according to data provided by the educational institution, the expert shows the diagram that reflects what percentage of graduates of this programme is on the regional labour market.

THE ROLE OF THE EDUCATIONAL INSTITUTION IN THE FORMATION OF THE LABOUR MARKET

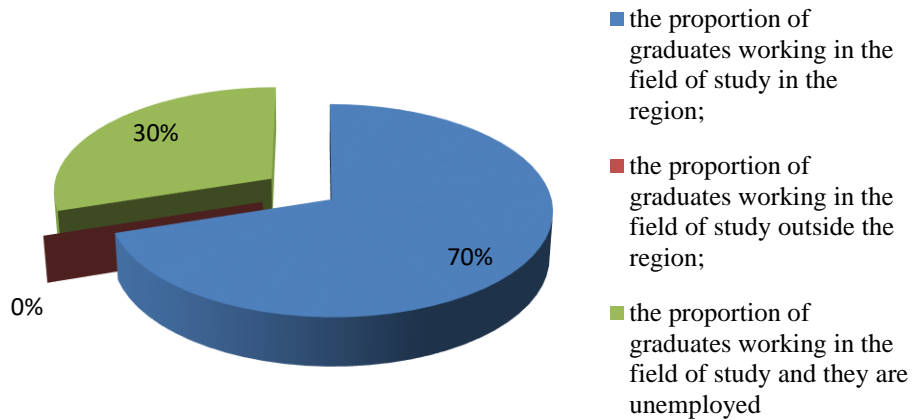


Analysis of informational indicators provided by the university:

- The percentage of students combining the education in the university with their work in the field of study is 48.6%;
- The percentage of graduates employed within one year after the end of the main education in the field of study is 96.5%;
- The percentage of graduates employed at the request of enterprises is 63.4%;
- The percentage of students enrolled in the order of employers, for example, on the basis of tripartite (target) contracts is 6.02%;
- The percentage of graduates working the field of study in the region is 36.8% (7 graduates);
- The percentage of graduates working the field of study outside the region is 0;
- The number of complaints on the graduates is 0;
- The number of positive reviews on the work of graduates is 7;
- The percentage of the NCFU graduates in the field of Sociology 39.04.01 (19 graduates) with respect to the percentage of graduates on the main programme of all other educational institutions in the region (105 graduates) is 18%.
- The percentage of graduates of the educational programme successfully passed an independent assessment of the qualifications of the total number of graduates of the educational programme in 2015, 2016 is 9.09%.

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

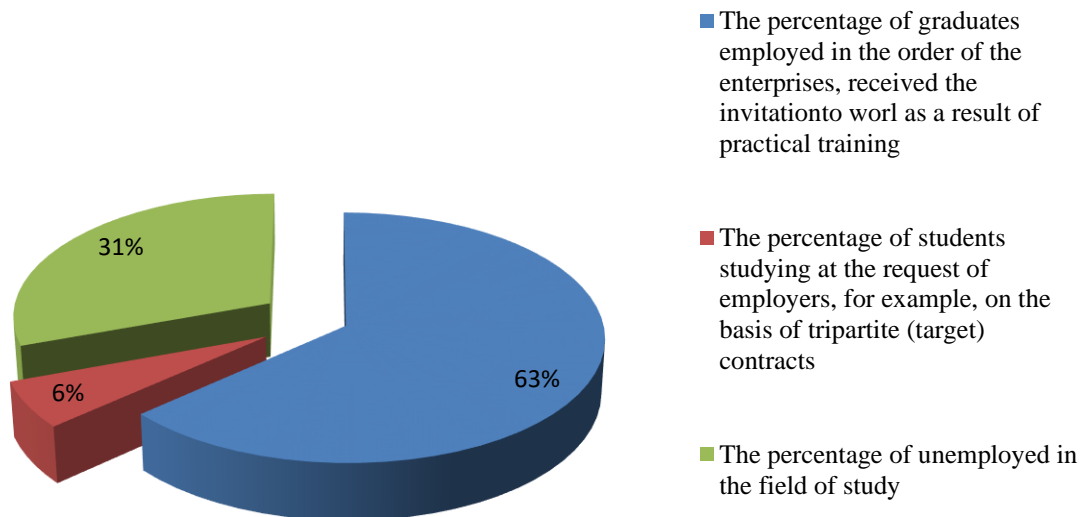
Distribution of graduates of the programme of the recent graduation (the labour market)



The reasons of unemployment of the graduates of the recent graduation in the field of study are:

1. Salzhenikina T. is on the maternity leave;
2. Khojayan M. does not work in the field of study (sales manager);
3. Barkhanoeva M. is unemployed because of family reasons.

Distribution of graduates of the programme



The dynamics of employment of graduates is one of the most important indicators of demand for graduates. According to the report on self-assessment, almost all graduates after graduation find work in field of study. This is a fairly high rate, showing the current labour market needs for qualified experts-sociologists.

2. SUMMARY OF THE PROGRAMME

Strengths of the programme:

The contents of the educational programme 39.03.01 “Sociology” was designed in the context of novel scientific and technological achievements and needs of the regional labour market. Educational programme is implemented in two fields of study: “Social structure, social institutions and changes” (full-time education), “Sociology of management” (extra-mural education).

The quality of learning outcomes of graduates of the educational programmes of higher education in the field of “Sociology” 39.03.01 with the Bachelor’s qualification implemented by the NCFU was assessed by the expert as high, as evidenced by the following factors:

- The percentage of graduates employed within one year after the end of the main education in the field of study is 96.5%;
- The percentage of graduates employed at the request of enterprises is 63.4%;
- The percentage of students combining the education in the university with their work in the field of study is 48.6%;
- The number of positive reviews on the work of graduates is 7;
- The number of complaints on the graduates is 0;
- 95% of employers believes that graduates’ preparation in the field of “Sociology” 39.03.01 is fully complied with the requirements to the modern experts in this field;
- 85% of the students of the educational programme believes that their knowledge acquired at the university is sufficient to embark upon a career and further promotion;
- The results of the direct competencies assessment demonstrated that 100% of students completed 80% of tasks and have an adequate and acceptable level of knowledge.

The results of the test on “Sociology of communication” among the students of the fourth course (full time education) of Bachelor’s degree at the NCFU.

Student’s full name	% of completed tasks
Bastricheva A.A.	90%
Zelenova A.A.	90%
Volkova Y.O.	80%
Tsirulnik O.Y.	80%
Prokaznikova V.A.	80%
Sumbatyants A.V.	80%
Burdasova U.M.	70%
Zarenbini V.V.	70%
Pryadkina A.	70%
Shashkina V.V.	60%

The expert assessed *the education quality assurance* (factors forming conditions for the implementation of the programme), provided by the institution in the implementation of the programme, as *sufficient to* achieve the learning outcomes.

The competence model of the graduate is prepared in accordance with the Federal State Educational Standards of higher education. The competence model of the graduate developed by the institution correlated with the labour market demands.

Employers of the region are actively involved in the development, analysis, design and implementation of the educational programme (Marketing communication agency “Region-SK”, the company MAC Research in the city of Vologda, Research Centre “Analitika-Yug”, Stavropol regional public organisation on protection of the rights and interests of people with disabilities, people with limited mobility “Dostupnost”, Stavropol regional public organisation “Network Initiatives Support Center”, “Set” LLC). The contents of the educational programme 39.03.01 “Sociology” was designed in the context of novel scientific and technological achievements and needs of the regional labour market. Educational programme is implemented in two fields of study: “Social structure, social institutions and changes” (full-time education), “Sociology of management” (extra-mural education). The University attracts employers to the teaching of profession-oriented subjects as an external part-time professors - Balsun K.Y., Naiko E.S., Degaltseva A.S., Shakirova S.S.), participation in the examination of the educational programme (Balsun K.Y., Kuzmina O.A., Naiko E.S., Shakirova S.S.), development and regular updating of Federal Educational Standards and, of course, to organisation of work practice and internship for students.

Highly qualified teaching staff provides the educational process of the programme: all professors implementing the educational programme have social and humanitarian education (sociological, historical, pedagogical, philosophical education). 100% of professors have basic education / scientific degree, academic rank.

Full-time professors who have a degree:

- Doctor of Social Sciences - 9 persons.
- PhD in Social Sciences - 34 persons.

The entire teaching staff has completed the advanced training courses. 33% of professors of specialised disciplines combine work in the institution with the professional activities in the field of study. The professors receive invitations to other educational organisations:

- to read the special courses - 35%;
- to guide graduate qualification works - 41%;
- to conduct the workshops - 33.2%.

The administering department and research laboratories are equipped with modern computer and copying facilities (computers, scanners, printers), have the Internet access and are included in the university network. All educational laboratories were re-equipped with modern facilities for the last 5 years. However, the percentage of audiences equipped with resources including modern software products that provide access to the information needed for efficient operation of the participants of the educational process, in relation to the total number of audiences, which is only 25.6%. Also the disadvantage is the lack of specially equipped teaching Coworking, in other words, the areas where they were free to exercise their academic and professional activities.

The NCFU created an Automated Information Library System “Foliant” containing guidelines and teaching recommendations for all disciplines of the educational programme. Thus, students and professors of the educational programme have access to the teaching materials, to educational material funds presented in electronic library resources and electronic library systems (the ELS) on the basis of direct contracts with the copyright holders. The NCFU also designed an educational portal “Electronic Campus of the NCFU” where every student has a personal account. The improvement of the quality and maintainability of the educational process including the current level of technology is due to the implementation of the adjusted communications in an electronic environment.

In order to improve the educational process the institution carries out the following measures: the internal activity monitoring of the teaching staff, questionnaires among the students. Survey results are analysed by the department at the end of each semester, after which the amendments are noted in the teaching materials. However, only 17.1% of the students believe that they can influence decisions on the organisation and management of the educational process.

Weaknesses of the programme:

- Lack of joint educational programmes with foreign universities and scientific institutions of Russia;
- Low level of implementation of multilingual space and, accordingly, the lack of foreign students (the educational process is conducted in Russian language);
- Insufficient level of academic mobility of students;
- Lack of enrolled students in the programmes, receiving scholarships / grants from employers;
- Students enrolled in the educational programme do not actively participate in competitions for research grants from Russian and foreign funds (for the last three years, there are no winners in this area).

However, in order to create stable assurances of quality of educational services, it is possible to ***give several recommendations***, among which:

1. To put into practice of the educational programme documentary registration of employers' requests for development topics actual for their research and employment of graduates;
2. To increase participation of students in scientific circles, competitions, scientific conferences, research projects and grants;
3. To develop mechanisms for motivating students to participate actively in various competitions of research of regional and international format in order to get grants;
4. To enter the teaching of subjects in English (1-2 professional discipline units) and attract foreign students actively to the implemented programmes;
5. To expand the involvement of employers' practices in the process of negotiating of the teaching materials;
6. To promote the participation of students in determining the content of the programme and organisation of educational process by the department and faculty;
7. To increase the efficiency of research and innovation activities by increasing the number of publications, articles in rating journals, as well as the publications of scientific works of leading professors of English in foreign publishing houses;
8. To develop mechanisms for additional financing of the educational programme (business activity, involvement of private investment, an increase in the proportion of students enrolled in a fee-paying education, etc.);
9. To strengthen the work of the Department for International Relations and the Internationalisation of education in order to establish cooperation with leading universities in Russia, CIS and foreign countries in the implementation of educational programmes;
10. To initiate the implementation of joint educational programmes with foreign universities and research institutions;
11. To promote academic mobility of students and professors, both incoming and outgoing.

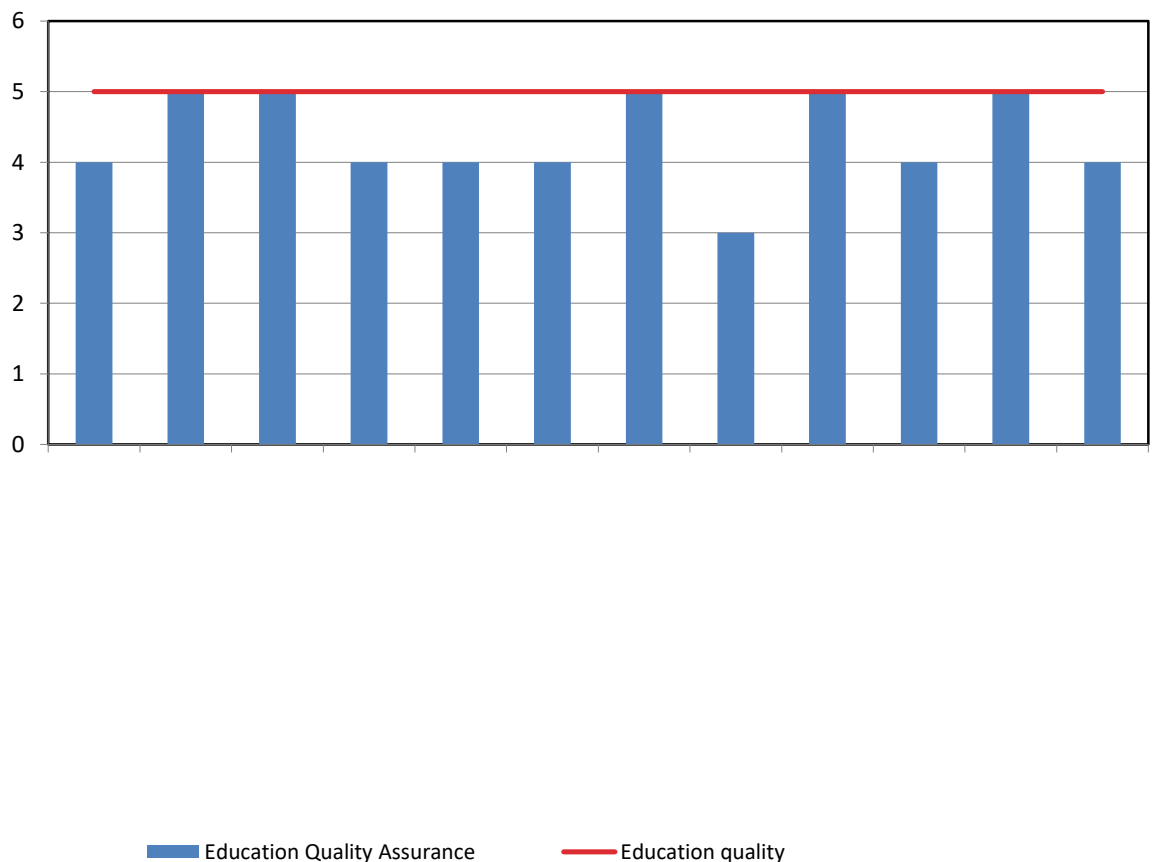
In general, the educational programme 39.03.01 “Sociology” is characterised by a very high quality of educational activities meets the modern requirements of the labour market and can be recommended for accreditation.

Profile of learning outcomes assessment and quality assurance of education

No	Criterion	Mark	
<i>I</i>	<i>Quality of learning outcomes:</i>		
	1.	Demand for graduates of the programme on labour market	5
	2.	Satisfaction of all customers	5

	3.	The results of direct assessment	5
<i>II</i>	<i>Quality Assurance of Education:</i>		
	1.	Strategy, goals and programme management	4
	2.	Structure and content of the programme	5
	3.	Teaching materials	5
	4.	Technologies and techniques of educational activities	4
	5.	Teaching staff	5
	6.	Material and technical and financial resources of the programme	4
	7.	Information resources of the programme	5
	8.	Research activity	3
	9.	Participation of employers in the implementation of the programme	5
	10.	Students' participation in the programme management	5
	11.	Student services on a programme level	5
12.	Career guidance and applicants' preparation	5	

Profile of learning outcomes assessment and quality assurance of education



3. QUALITY OF LEARNING OUTCOMES

Direct assessment of competence by the expert

The direct assessment of competencies of graduates was conducted during the on-site visit. 4st year students (10 students), representing 52.6% of the graduating course, participated in the direct assessment.

The measurement and control materials developed by the experts were used during the procedure of direct assessment of graduates.

In the implementation of the direct competence assessment procedure, the expert used the test tasks on discipline “Sociology of communication” as the measurement and control materials. The task included 10 test possible options with 20 questions each, and covered different aspects of sociology of communication as a special sociological theory.

Example of test tasks:

Variant No. 3

Task No 1		
The ability to reduce the probability of rupture of communication is a characteristic of the individual competence:		
Chose one of the 4 possible answers:		
1)		Grammatical
2)		Sociolinguistic
3)		Strategic
4)		Discursive

Task No 2		
Who allocated the functions of mass communication?		
Chose one of the 4 possible answers:		
1)		Goldenweiser A.B.
2)		Hopper G.
3)		Lasswell H.
4)		Boas F.

Task No 3		
It studies everyday and cultural features of communication as communication in ethnic areas:		
Chose one of the 5 possible answers:		
1)		Psycholinguistics
2)		Sociolinguistic
3)		Ethnography
4)		Psychology
5)		Linguistics

Variant No 7

Task No 1		
The expressions of emotional state, accepted forms of speech etiquette:		
Chose one of the 4 possible answers:		
1)		Commissives

2)		Directives
3)		Expressives
4)		Representatives

Task No. 2		
The theory that seeks to explain how, why, and at what rate new ideas and technologies spread across different cultures is called:		
Chose one of the 4 possible answers:		
1)		a critical theory
2)		a theory of mass society
3)		a Diffusion of innovations
4)		a politico-economical

Task No. 3		
Another name of the S. Becker's volume model of communication is:		
Chose one of the 4 possible answers:		
1)		Stained glass
2)		Circulation
3)		Mosaic
4)		Multistage

According to the results of the direct assessment of competencies expert revealed that 20% of students coped with 90% of tasks and 60% of students coped with 80% of tasks.

Level	Sufficient level (have managed with 80% of the proposed tasks)	Acceptable level (the percentage of solved tasks from 50 to 79%)	Low level (percentage of solved tasks is less than or equal to 49%)
Students ratio			
60%	+		
40%		+	

In assessing the quality of education, expert acquainted with 8 graduate qualification works representing 80% of the graduate works of the last year in this field of study. The table shows the selected analysis of the revised graduate qualification works.

No	Graduate SOTS-b-o-121 (COU-6-o-121)	Topics of graduate qualification works	Supervisor	Mark
1	Milana Kh. Barkhanoeva	Satisfaction with the quality of rural residents of state public services	Natalya D. Dmitrievna	Excellent
2	Anna V. Doroshenko	The use of Internet resources for the implementation of leisure preferences	Dmitriy A. Lushnikov	Good

3	Ludmila T. Robertovna	Gender differences in communicative behaviour of students	Tatyana I. Barsukova	Good
4	Tatyana V. Salzhenitsina	Sociological analysis of leadership among students	Svetlana A. Fedorova	Excellent

The expert concluded that all chosen graduate qualification works correspond to all the requirements stated below:

GRADUATE QUALIFICATION WORKS

No	Objects of assessment	Comments of the expert
1	Subject of graduate qualification work corresponds to the direction of training and modern level of science, technology and (or) software technology.	Relevant
2	Tasks and contents of graduate qualification work are aimed at confirmation of graduate competences.	Relevant
3	Utilisation rate of materials collected or obtained during the passage of pre-degree practice and implementation of course papers in the graduate qualification work.	Relevant
4	Subject of graduate qualification work is defined by demands of industrial organisations and tasks of experimental activities solved by faculty of the institution.	Relevant
5	The results of graduate qualification work find practical application in the workplace.	Relevant, confirmed by reviews from enterprises
6	Utilisation rate of the results of research activities of the department, faculty, and third-party research and production and / or research organisations when performing independent research parts in the graduate qualification work.	The share of use of the scientific work results in graduate qualification work is not specified

In assessing the quality of education, expert acquainted with 4 graduate qualification works representing 40% of the graduate works of the last year in this field of study. The expert made a conclusion that all chosen graduate qualification works correspond / not correspond to all the requirements stated below:

GRADUATE QUALIFICATION WORKS

No	Objects of assessment	Comments of the expert
1.	Subject of graduate qualification work corresponds to the direction of training and modern level of science, technology and (or) software technology.	Relevant Appendix 2.2.19; Appendix 2.2.20
2.	Tasks and contents of graduate qualification work are aimed at confirmation of graduate competences.	Relevant Appendix 7. The programme of the internship
3.	Utilisation rate of materials collected or obtained during the passage of pre-degree practice and implementation of course papers in the graduate qualification work.	Relevant Pre-degree practice is compulsory and carried out for implementation of the graduate qualification work. The formed competencies

		are reflected in the practice programmes.
4.	Subject of graduate qualification work is defined by demands of industrial organisations and tasks of experimental activities solved by faculty of the institution.	Relevant (30%) Graduate qualification works in 2015-2016 were aimed at completing the tasks designed according to the enquiries of the employers
5.	The results of graduate qualification work find practical application in the workplace.	Relevant (10%) Graduate qualification works found practical application in the workplace in the 2015-2016 educational year. Appendix 2.2.20
6.	Utilisation rate of the results of research activities of the department, faculty, and third-party research and production and / or research organisations when performing independent research parts in the graduate qualification work.	Relevant The share of use of the scientific work results in graduate qualification work is not specified

Conclusions and recommendations of the Experts:

Evaluation: Excellent

Conclusions:

According to the analysis of quality of student learning outcomes, it is possible to conclude that there is a high quality of training of graduates, which is confirmed by quantitative estimates for all criteria of quality assessment:

- the demand for graduates of the programme in the labour market - excellent;
- satisfaction of all consumers - good;
- the results of direct assessment - excellent.

The percentage of graduates employed within one year after the end of the main education in the field of training obtained as a result of training on the main educational programme is 96.5%.

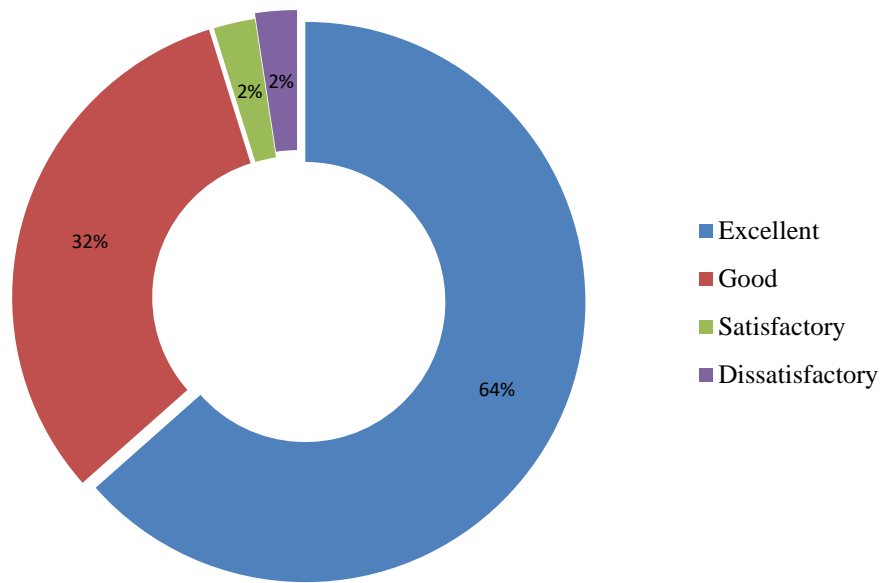
Recommendations:

1. To activate the management of the programme at the conclusion of contracts for training at the expense of legal entities (including targeted training agreements);
2. To implement a documentary registration of employers' requests for development of actual research topics and employment of graduates in practice of functioning of the educational programme;
3. To determine the degree of use of the results of research activities of the department, faculty in the performance of research parts of students' graduate qualification works.

Additional information:

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

Education quality assessment of students in general
(according to the results of the educational institution)



The expert approved the results of the survey provided by the university during the on-site visit and selected questionnaires of students. This allows the expert to make conclusions about the fact that the majority of students evaluate the quality of education as “good” and “excellent”.

4. QUALITY ASSURANCE OF EDUCATION

4.1. Strategy, goals and programme management:

4.1.1. Evaluation of criteria: Good

4.1.2. Strengths of the programme:

1. The content of the programme is based on analysis and forecasting of the regional labour market demand for experts of this field of study taking into account the specificity of requirements of from other educational institutions;
2. The consistency of programme objectives with the goals and objectives of the professional activity of the graduate of the programme.
3. The heads of the programme perform analysis of the programme, identify its strengths, determine the direction of development of the programme;
4. The North Caucasus region specific is taken into account during the development and implementation of the programme.

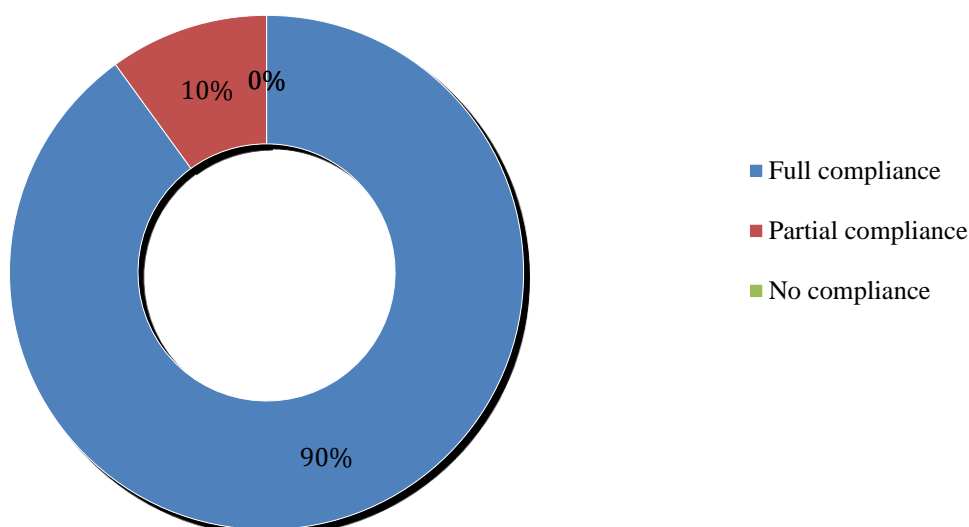
4.1.3. Recommendations:

1. To inform the students of the programme 39.03.01 about the objectives of the educational programme and the sources of information concerning this programme;
2. To increase the loyalty of the teaching staff (30%) for the organisation by improving personnel policies and staff incentives;
3. To develop strategy for the development of the programme for the next 4-6 years, taking into account the prospects of development of regional (federal and local) labour markets, industry trends within the areas of training of graduates of the programme;
4. To establish close relations and cooperation with universities implementing the similar accredited programme.

4.1.4. Additional information:

During the on-site visit the interviews with employers were conducted, which resulted in the diagram.

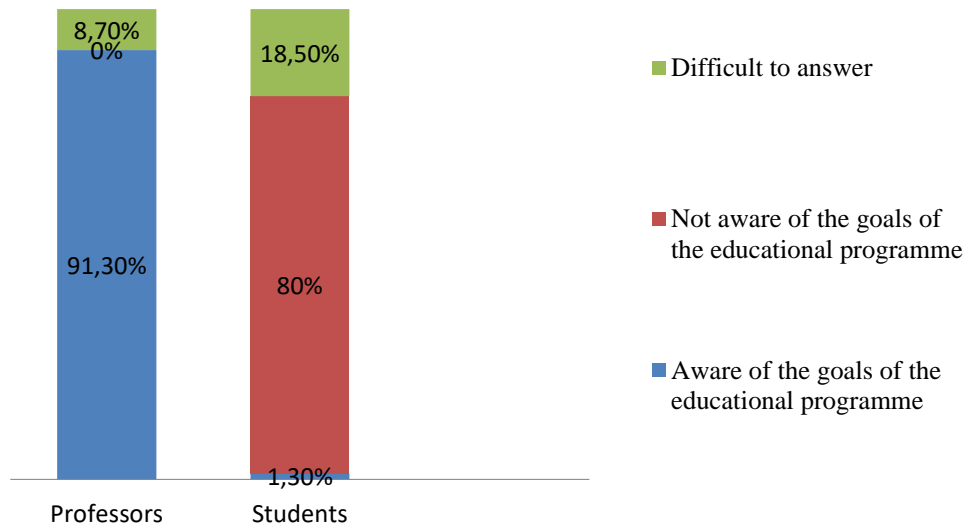
Compliance of the objectives of the main educational programme with the demands of the labour market



The data presented in the diagram allow the expert to conclude that the objectives of the educational programmes meet the needs of the labour market.

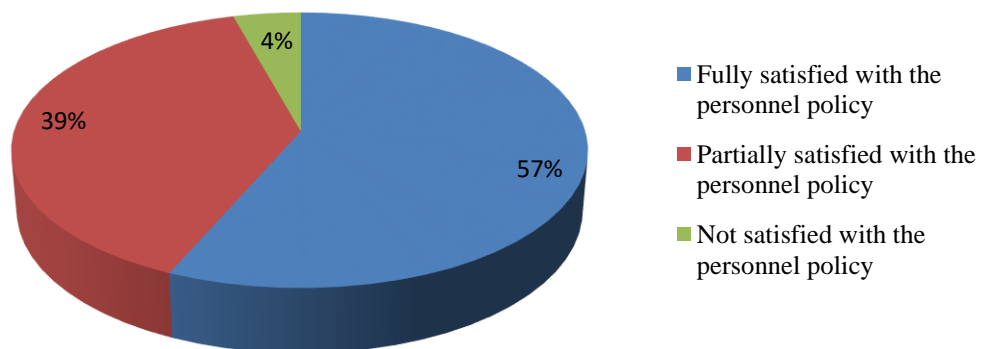
During the analysis of the information provided by the university and the on-site visit, the expert made a conclusion that most part of the representatives of the teaching staff are aware of the goals of educational programme in contrast to the students, who generally can not formulate the objectives of the programme.

Awareness characteristics of goals of basic professional educational programme

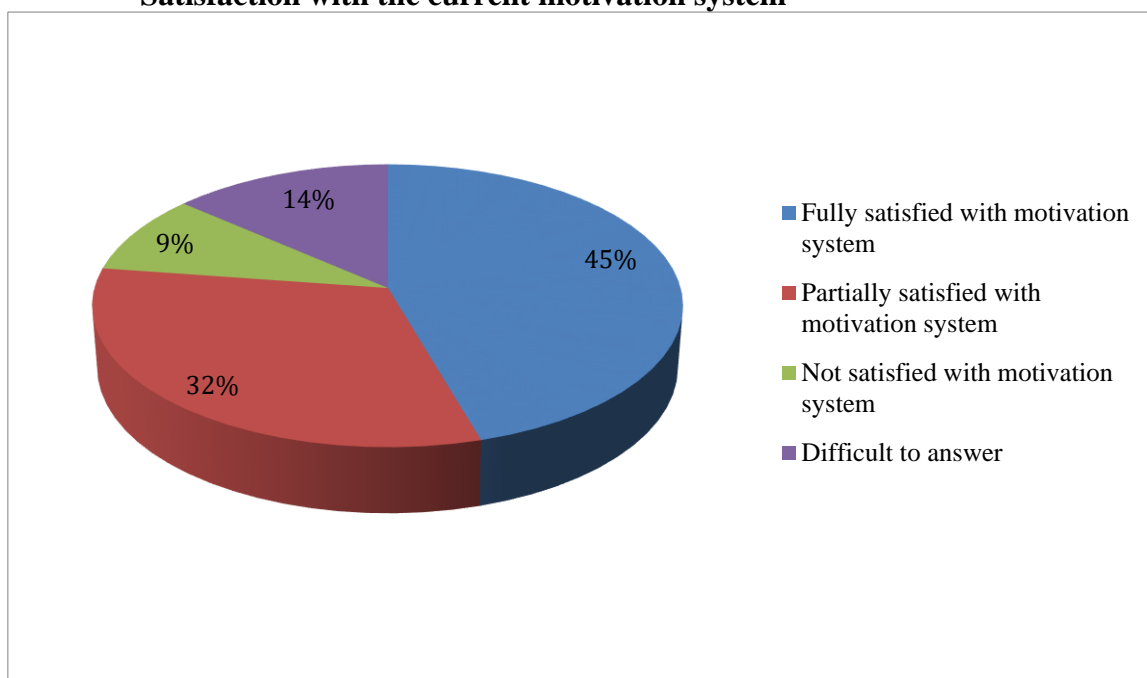


According to the results of the self-assessment, the educational institution presented data on the satisfaction of the professors with personnel policy and the current motivation system.

Satisfaction with the personnel policy



Satisfaction with the current motivation system



As a result of the diagram data analysis, expert concludes that approximately 50% of the teaching staff are loyal to the organisation, but about 30% of professors are partially satisfied with the personnel policy and motivation system in the organisation, which makes it necessary to identify and eliminate the causes of the decrease of loyalty to the institution.

4.2 Structure and content of the programme:

4.2.1. Evaluation: Excellent

4.2.2. Strengths of the programme:

1. The competence model of the graduate is prepared in accordance with the Federal State Educational Standards of higher education. The competence model of the graduate developed by the institution correlated with the labour market demands.
2. The competence model of the graduate includes competencies characterising personal qualities and professional skills of the student, competencies aimed at development, maintenance and upgrading of the communication, and also entrepreneurial skills.
3. The structure and the content of the programme imply employers to conduct the workshops, to use interactive methods in educational process and evaluation tools designed on the basis of the practical situations.
4. The structure of the educational programme includes compulsory and elective courses allowing students to provide individual learning paths.
5. The structure of the programme provides elective courses that contribute to the expansion and deepening of professional knowledge and skills of students of different levels of initial training in the programme.

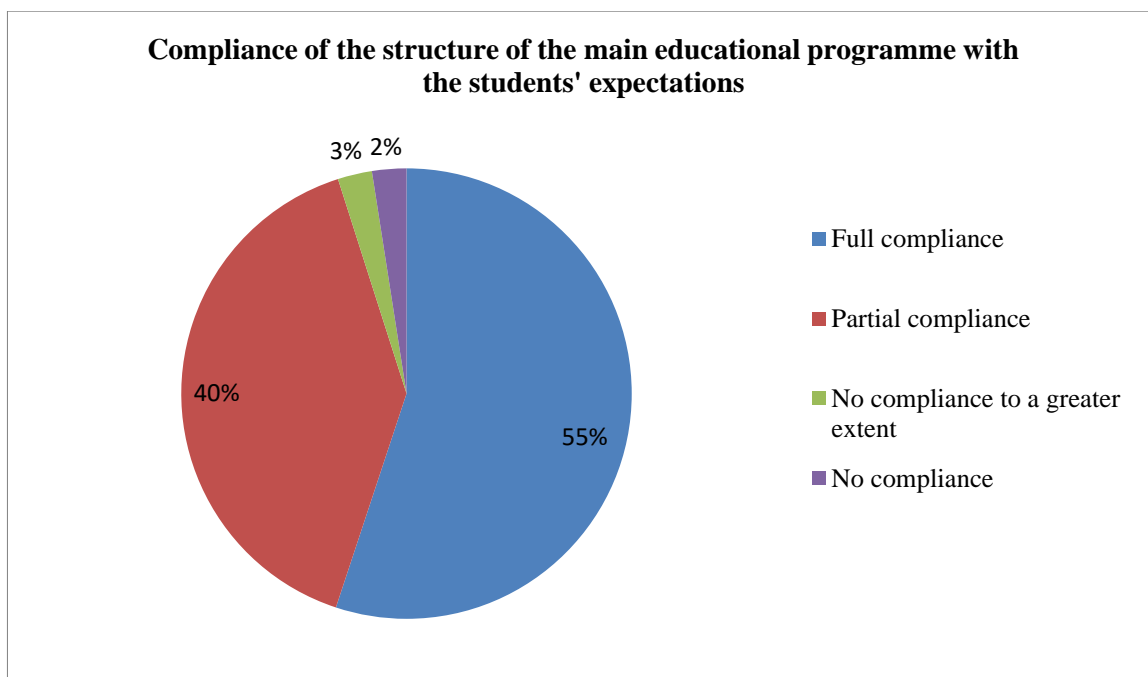
4.2.3. Recommendations:

1. To increase the amount of academic disciplines (courses) developed with the participation of employers;
2. To implement the practice of documentary confirmation of practical application in the enterprises and organisations of the results of graduate qualification works;
3. To inform students about the opportunities to participate in the assessment and determination of the content of educational programme;

4. To approve the content of educational Bachelor's programme 39.03.01 "Sociology" with leading foreign universities to enhance academic mobility and the use of programme building within the framework of international projects, networking programmes.

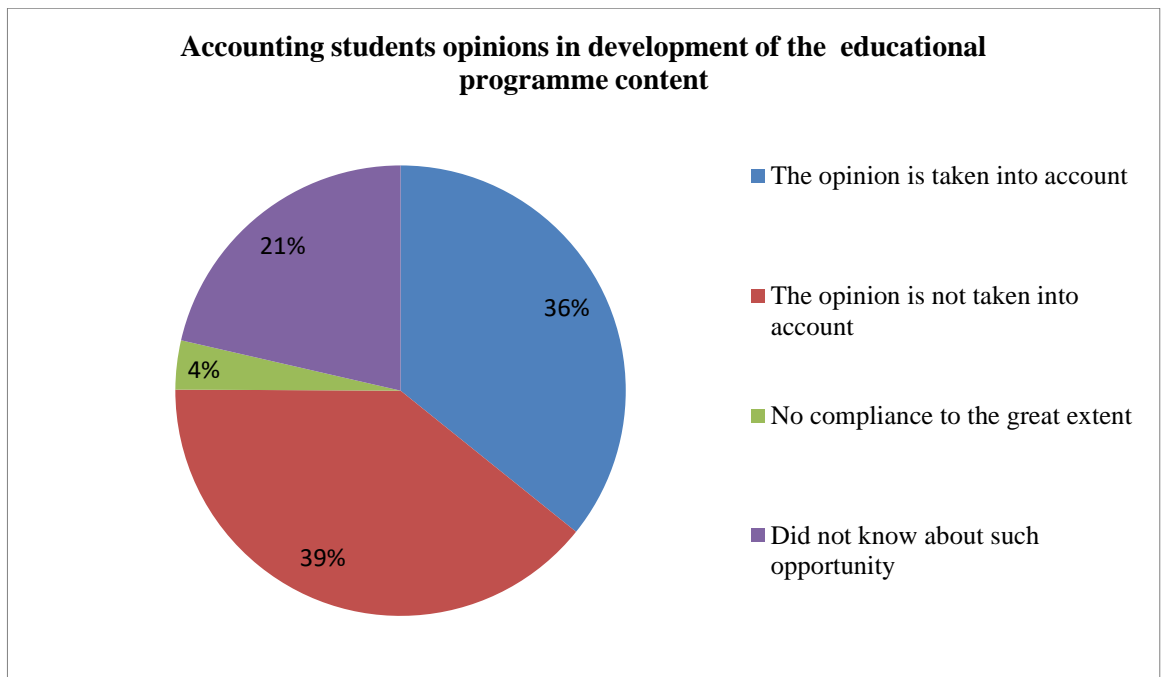
4.2.4. Additional information:

During the self-assessment institution provided the data on the professional expectations of students. It turned out that, in opinion of almost half of the students, structure of the programme "is fully consistent with" their professional expectations (there are all the disciplines, the study of which is necessary for the conduct of future professional activity; there is no duplication of disciplines; no violation of the logic of the disciplines of teaching, etc.).



As a result of the analysis of the data presented, as well as taking into account the results of on-site communication with the students, the expert made the conclusion that the vast majority of students are satisfied with the programme. Some students lack the discipline associated with a deeper study of foreign languages and specialised software.

According to the questionnaire submitted by the educational institution, the results of which were confirmed during the on-site visit, the most part of the students think that their opinion is not taken into account in developing the content of the educational programmes.



In accordance with the obtained results, the expert recommends educational organisations to develop mechanisms for students' involvement into the process of content development of the educational programme, and promptly inform them about it.

4.3 Teaching materials:

4.3.1. Evaluation: Excellent

4.3.2. Strengths of the programme:

1. The presence of the internal monitoring of the quality of education;
2. The presence of a mechanism of actualisation of teaching materials in response to changing conditions on the federal, regional and local labour markets;
3. The focus on the passage of industrial and pre-degree practice of students in order to obtain practical skills, to match the tasks with the competence model of the graduate.

4.3.3. Recommendations:

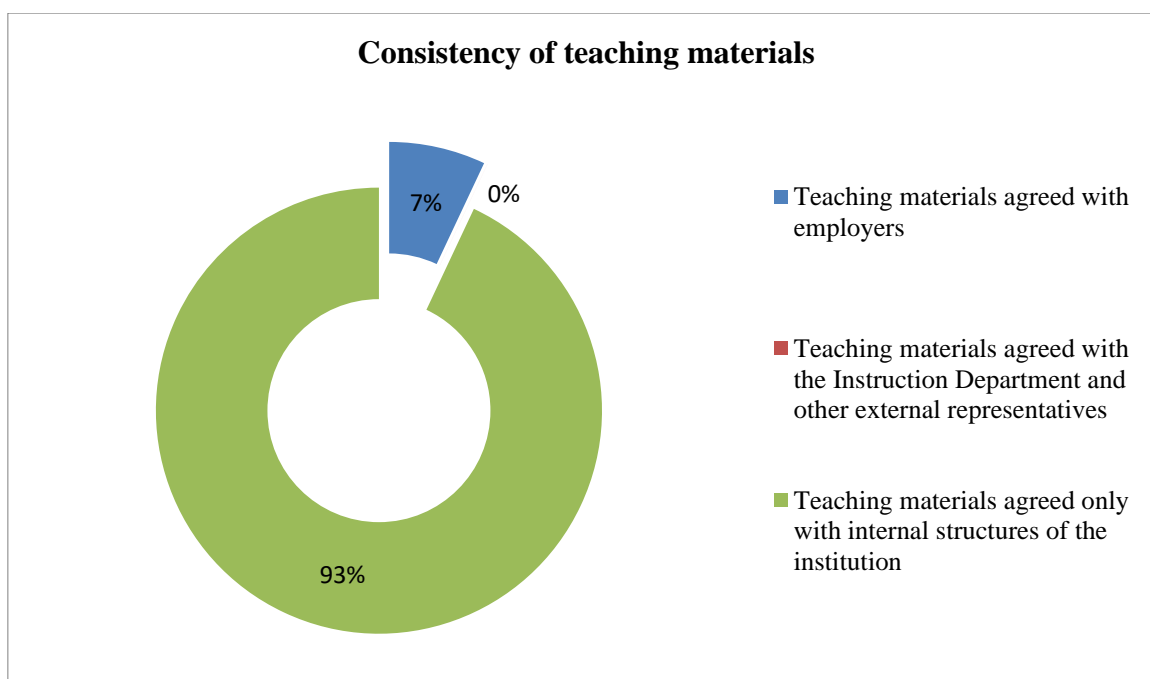
1. To arrange of the process of approval of teaching methods with employers and representatives of the scientific community:
 - To conduct the survey among the employers and representatives of the scientific community to assess the quality and availability of existing teaching materials;
 - To involve employers and representatives of the scientific community in the process of discussion and joint development of teaching materials aimed at improving their practical orientation on a regular basis;
 - To attract employers to the adjustment of competence model of graduate;
 - To change the content of teaching materials to meet the new demands of the labour market in accordance with the regional specifics of the labour market;
 - To coordinate the content of the teaching materials programme with key employers;
 - To develop the mechanisms of involvement of the students into the process of updating of teaching materials.
2. To develop the mechanisms of involvement of the students into the process of updating of teaching materials:

- To conduct regular surveys among students as the main consumers of teaching materials for clarification of the content and structure of teaching materials to their expectations and needs;
 - To seek forms of students involvement into the process of cooperation with employers in order to discuss jointly the practical relevance of teaching materials.
3. To provide practice-oriented programmes, to increase the percentage of teaching materials developed on the basis of real practical situations:
- To ensure the participation of related departments in the development and updating of teaching materials;
 - To ensure that all the literature stated in the curricula of disciplines is in the library of the NCFU.

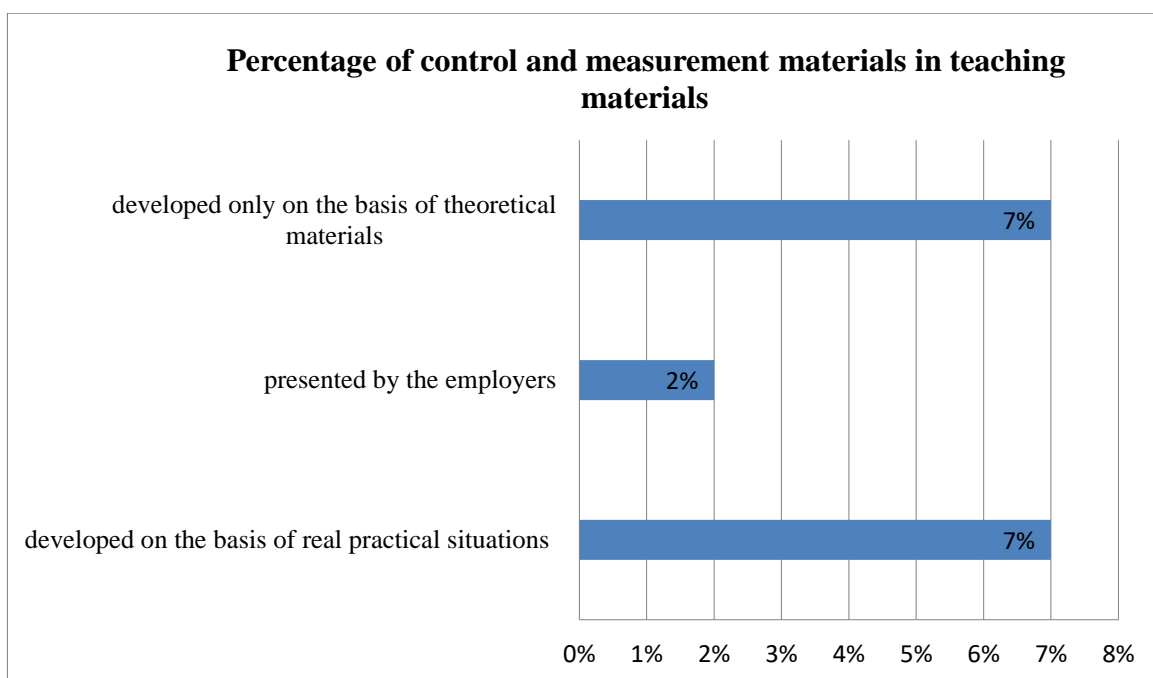
4.3.4. Additional information:

During the on-site visit the expert familiarised with the teaching materials developed in the educational institution. As a result of the study of 20% of the teaching materials of curriculum disciplines, the following diagram has been compiled.

These data allow the expert to conclude that most part of teaching materials are agreed only with internal structures of the institution and partially with the employers (7%). The Instruction Department and other external representatives of the scientific community are not involved in the process of consistency of the teaching materials. The level of the interaction between the academic communities is low.



During the on-site visit, the expert analysed the measurement and control materials, which are used in the educational institution for the on-going monitoring of progress. Data for the analysis of test materials are shown in the following diagram. These data allow the expert to make the conclusion on that fact that employers are not involved in the process of control and measurement of students' knowledge.



4.4 Technologies and techniques of educational activities:

4.4.1. Evaluation: Good

4.4.2. Strengths of the programme:

1. The presence of master classes conducted by employers' representatives;
2. The introduction of e-learning system on programme level, which provides the development of educational environment for students through electronic media and the Internet, the organisation of the distance learning courses, as well as the development of new educational technologies.

4.4.3. Recommendations:

1. To increase the percentage of educational programmes implemented with the use of e-learning platforms and tools;
2. To improve the qualifications of professors in the use of remote technology;
3. To use the technology to conduct lectures at the same time by two lecturers with the pre-planned mistakes;
4. To conduct scientific seminars with the involvement of employers as professors on a regular basis;
5. To create a programme bank designed on the original educational techniques.

4.4.4. Additional information:

During the on-site visit the expert attended a lesson, analysis of which is presented below.

Full name of the professor: Anna P. Istomina

Group / profile: 3rd course, "Sociology", Bachelor's programme

1. Discipline / module: Qualitative research methods in sociology

2. Type of the educational lesson:

- lecture
- workshop
- laboratory class
- practical lesson
- comprehensive lesson _____
- other _____

3. Theme: Selection of qualitative research
4. Purpose: to form the knowledge based on a sample, the knowledge of research methodology
5. Learning objectives: in accordance with the study plan
6. Material and technical resources: projector, interactive whiteboard
7. Specify:

No	Skills that are planned to be formed at the lesson and competences that are formed with the help of these skills (must be pointed out by the professor)	The forms, tools, methods and techniques that will be used in class for the formation of competences
1.	Securing material skills in qualitative research, strengthening the conceptual apparatus	Establishing feedback from the audience in the question - response form. The questions asked: “What do you think?” “How do you feel?” “What are you going to do?”
2.	The correct use of the methodology and algorithm research	Interactive whiteboard, presentation material
3.	The ability to apply the methodology of qualitative research	Contact with the audience, the use of methods of 4 windows

THE EVALUATION OF THE PROFESSOR
(Expert: Leskova I.V.)

No	Analysis criteria	Index	Mark (0,1,2)
1.	Compliance with employment regulations	A timely beginning and ending of the lesson, time-balanced sections.	1
2.	Organisational process	Greeting. Communication of the topic, objective (the connection of the objectives to the evolving competences).	2
3.	Motivation of students for the upcoming activities	Indication on formation of the urgent professional and / or social and personal competencies.	2
4.	Classroom climate	The presence of a positive emotional interaction between professor and students; mutual goodwill and audience participation.	2
5.	The quality of presentment	Structured material; clarity of current tasks; consistency and availability of presentation; adaptation of the presentation to the specific of the audience; the examples of relevant facts.	2
6.	Compliance with the content of the course programme	To compare with the teaching materials.	2
7.	The use of visual materials	Course book, tutorial, hand-outs, tables, figures, etc.	2
8.	Declamatory skills	Audibility, intelligibility, euphony, literacy, speech tempo; facial expressions, gestures, pantomime; emotional intensity of the performance.	2
9.	Sensitivity to the	The ability to react to the changes in the	2

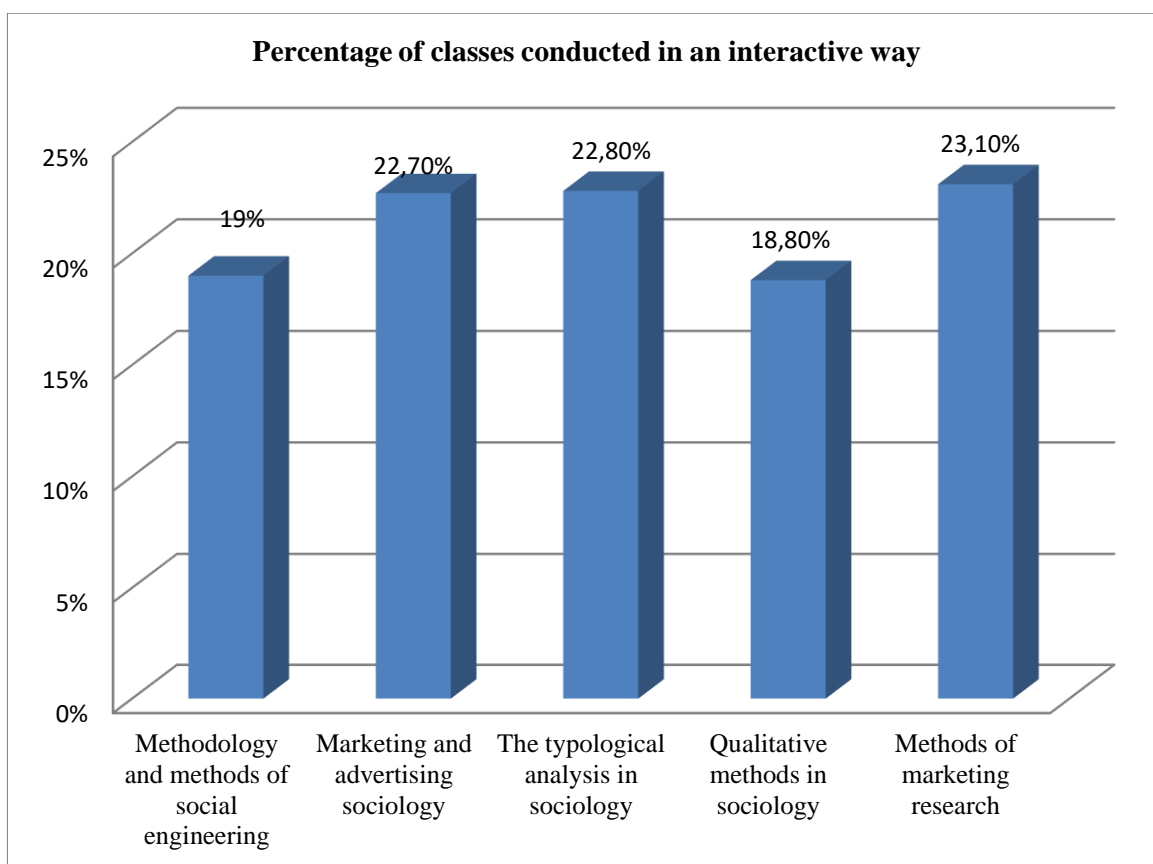
	audience	perception of the audience.	
10.	Correctness in relation to students		2
11.	Methods of attention organisation and student behaviour regulation	Increased interest among the audience (interesting examples, humour, rhetorical devices, etc.); involvement of the audience into a dialogue, in the process of performing tasks, etc. But it is unaccepted: to call upon the attention of the audience in an open form; to demonstrate disapproval; to use the methods of psychological pressure, or blackmailing.	2
12.	Maintaining the “feedback” with the audience in the course of educational process	Control of learning outcomes.	2
13.	Summing up lesson (organisation of reflection)	Organisation of the reflection process at the end of which all the students are actively involved in the discussion of the conclusions	2
14.	Image	Compliance with the corporate identity, presentable, charisma.	2
15.	Final evaluation		Excellent
16.	Notes and expert recommendations: The professor failed to meet the time regulations: the lesson was over 15 minutes earlier. According to the opinion of expert, it was necessary to highlight the connection between the lecture and the upcoming seminar. It was necessary to point out the most important issues and aspects of theoretical and practical interest, which, because of lack of time, are impossible to cover in the full extent at the lesson but there is an opportunity to discuss them in details on the seminar in order to attract students’ attention to such questions, to awake the curiosity and strengthen their desire to solve problems themselves.		

THE EVALUATION OF THE PROFESSOR
(Expert: Massalimova A.R.)

No	Analysis criteria	Index	Mark (0,1,2)
1.	Compliance with employment regulations	A timely beginning and ending of the lesson, time-balanced sections.	1
2.	Organisational process	Greeting. Communication of the topic, objective (the connection of the objectives to the evolving competences).	2
3.	Motivation of students for the upcoming activities	Indication on formation of the urgent professional and / or social and personal competencies.	2
4.	Classroom climate	The presence of a positive emotional interaction between professor and students; mutual goodwill and audience participation.	2
5.	The quality of presentment	Structured material; clarity of current tasks; consistency and availability of presentation; adaptation of the presentation to the specific of the audience; the examples of relevant facts.	1
6.	Compliance with the content of the course	To compare with the teaching materials.	2

	programme		
7.	The use of visual materials	Course book, tutorial, hand-outs, tables, figures, etc.	1
8.	Declamatory skills	Audibility, intelligibility, euphony, literacy, speech tempo; facial expressions, gestures, pantomime; emotional intensity of the performance.	2
9.	Sensitivity to the audience	The ability to react to the changes in the perception of the audience.	2
10.	Correctness in relation to students		2
11.	Methods of attention organisation and student behaviour regulation	Increased interest among the audience (interesting examples, humour, rhetorical devices, etc.); involvement of the audience into a dialogue, in the process of performing tasks, etc. But it is unaccepted: to call upon the attention of the audience in an open form; to demonstrate disapproval; to use the methods of psychological pressure, or blackmailing.	2
12.	Maintaining the “feedback” with the audience in the course of educational process	Control of learning outcomes.	2
13.	Summing up lesson (organisation of reflection)	Organisation of the reflection process at the end of which all the students are actively involved in the discussion of the conclusions	1
14.	Image	Compliance with the corporate identity, presentable, charisma.	2
15.	Final evaluation		1,71
16.	Notes and expert recommendations: The hand-outs were not presented in advance; there was no clear logical connection between the previous and on-going lessons. The material was dictated and there was no homework and recommended literature. The expert recommends paying more attention to the formation of the competencies and extra independent work.		

After the desk review of self-assessment report, analysis of curriculum and class schedules, the expert determined that the percentage of classes conducted in an interactive way for the whole program is 21.22%. In the course of on-site visit, teaching materials of five subjects were studied. Information on classes held in an interactive manner in the context of the studied teaching materials are presented below.



4.5 Teaching staff:

4.5.1. Evaluation: Excellent

4.5.2. Strengths of the programme:

1. Different professors from among the active leaders and leading professionals of the designated companies, enterprises and establishments (8%) are involved in the educational process on disciplines of the professional cycle.
2. More than 75% of the teaching staff, providing the educational process, have Russian scientific degrees and academic titles. Moreover, more than 17% of teaching staff have a Doctoral academic degree or have the title of Academic.
3. 100% of the teaching staff attended the training courses.
4. The presence of the internal monitoring system of the activity of the teaching staff, involvement of the students into the process of the evaluation of professors' activity.
5. The demand for professors in the regional market of educational services as qualified specialists is about 40%. The teaching staff is invited to work in other educational institutions.

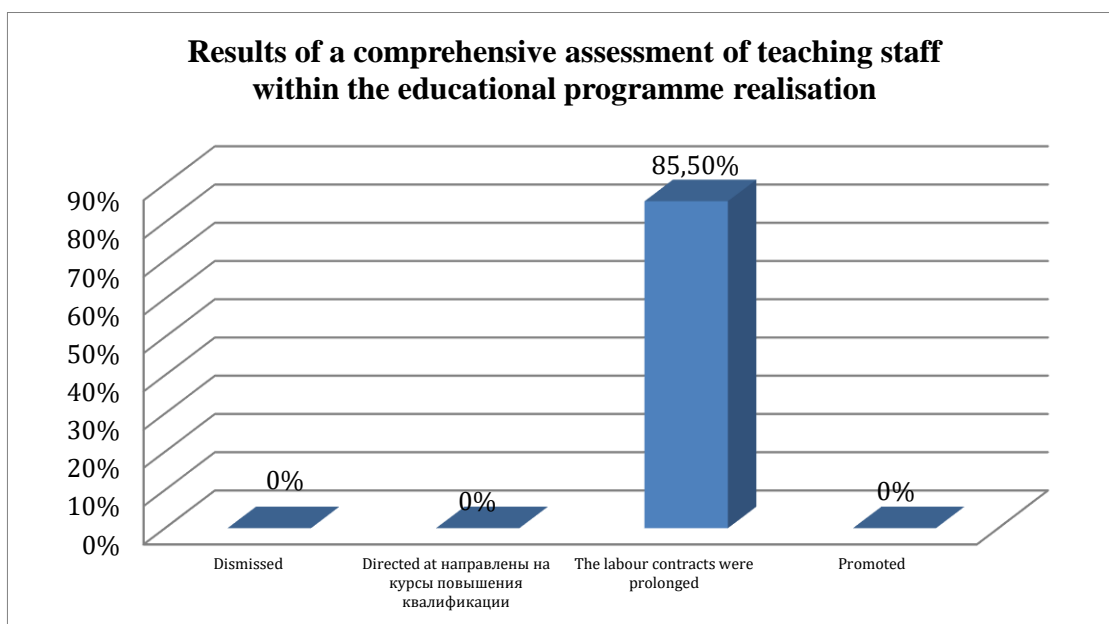
4.5.3. Recommendations:

1. To increase the percentage of professors with foreign academic degrees and academic titles (including PhD).
2. To increasing the level of academic degrees and titles of the teaching faculty.
3. It is necessary to create so-called labour pool to move from their positions on the higher positions.

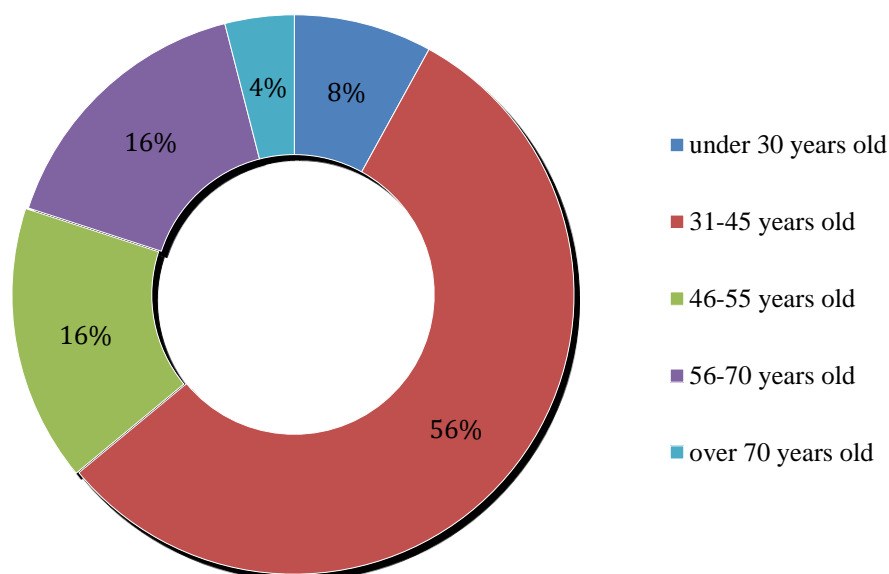
4.5.4. Additional information:

Analysing the facts outlined by the educational institution in the self-assessment report, the expert concluded that the data are relevant and reliable. The results of a comprehensive

evaluation of faculty (according to the results of the previous year), and the age structure of the teaching staff, participating in the programme are presented in the following diagrams.



Age structure of full-time teaching staff



As a result of the analysis of the data provided, the expert concluded that the average age of the teaching faculty is 40 years old. The state of staff morale is stable. Labour and performance discipline is at the proper level. The University also has an effective system of selection and advanced training for the teaching staff and an optimal structure of the teaching staff implementing educational programmes.

4.6 Material and technical and financial resources of the programme:

4.6.1. Evaluation: Good

4.6.2. Strengths of the programme:

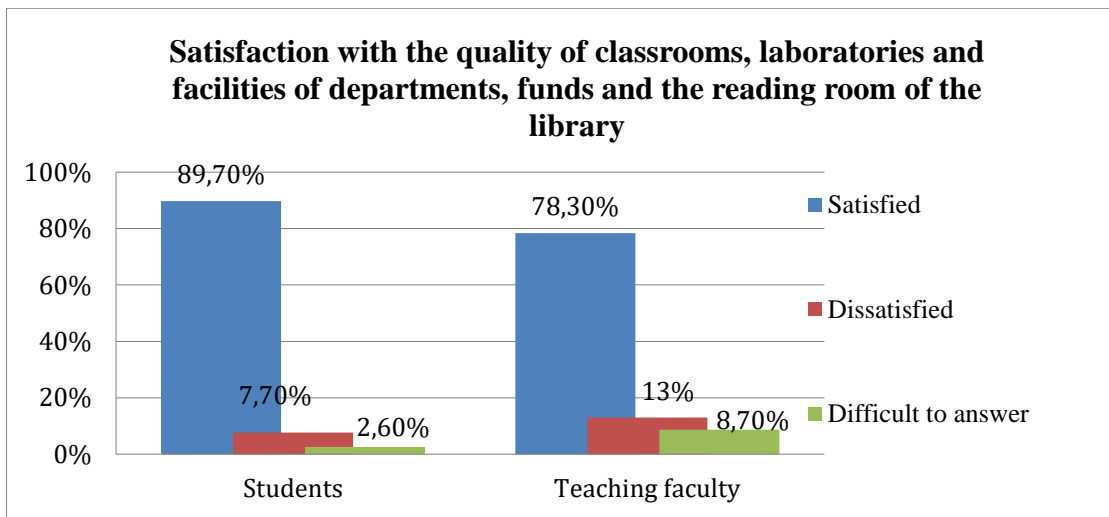
1. Over the last 5 years all educational laboratories of the institution were re-equipped with modern multimedia equipment and computers.
2. In order to carry out fundamental and applied scientific research in the field of sociology the educational building is equipped with stationary computers and the necessary standard software, internal wired network to access the Internet, access (including remote) to digital library resources.
3. Material and technical programme resources allow to implement e-learning programmes in the educational process in a full extent, as well as to improve the mechanisms for its use. The availability of e-rating system of learning, which allows to put online assessment, so students can keep track of their personal rating online.
4. All current documentation concerning the work of the institute and departments is formed by the integrated automated control system, which significantly speeds up and simplifies the process of formation and analysis of documents. Students and professors have access to teaching materials, to the funds of teaching materials submitted in electronic library resources and electronic library systems (the EBS) on the basis of direct contracts with the copyright holders.

4.6.3. Recommendations:

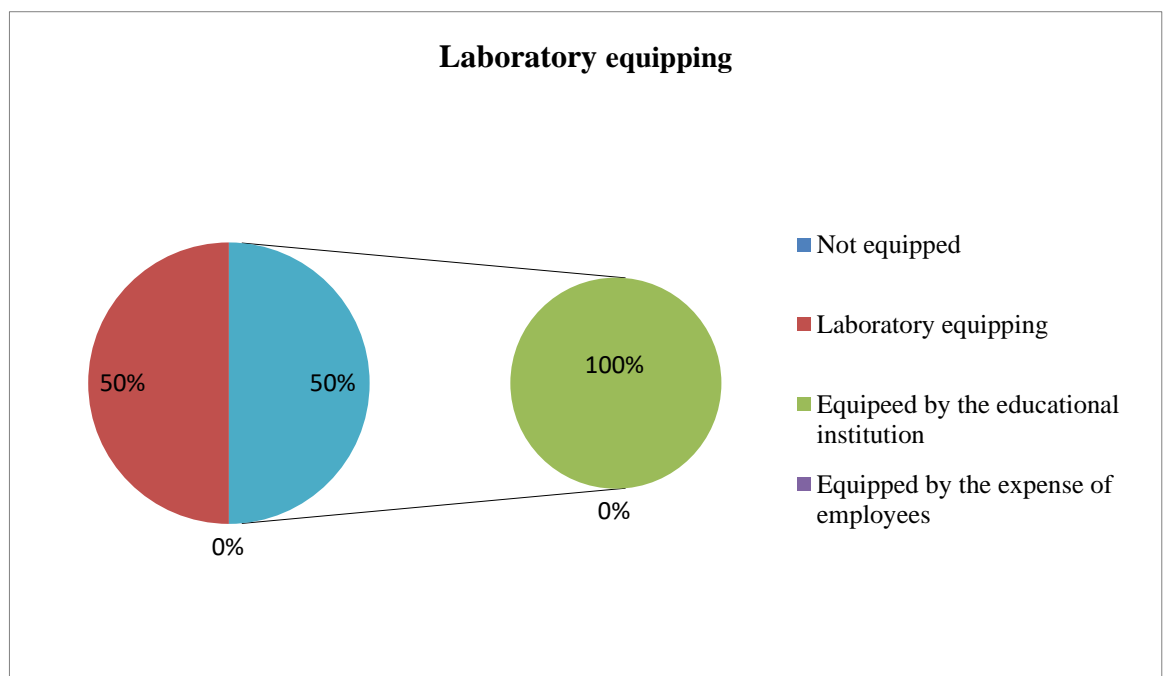
1. To develop mechanisms for additional financing of the educational programme (business activity, involvement of private investment, an increase in the proportion of students enrolled in a fee-paying education, etc.);
2. To acquire specialised software (for data collection and analysis).
3. To create conditions for learning of people with disabilities (to equip classrooms, reading rooms, buffets).
4. To use the human resources of the department in order to create the structure of the university: sociological centre / laboratory to carry out various types of analysis, monitoring, forecasting studies for both internal (university) and external consumers.

4.6.3. Additional information:

During the on-site visit, the expert conducted the interview with students and teaching faculty participating in the implementation of 39.03.01 “Sociology” programme on satisfaction with the quality of classroom fund. The findings are presented in the following diagram and allow the expert to draw a conclusion about a high level of satisfaction of students and teaching faculty with the material and technical base of the institution.



During the on-site visit to the educational institution, the expert examined the material and technical base of the institution. The data on laboratory equipment are presented below.



These data allow to make a conclusion on a high level of laboratory equipping of the institution and to recommend to the programme management to attract employers for improving the material and technical base of the institution.

4.7. Information resources of the programme:

4.7.1. Evaluation: Excellent

4.7.2. Strengths of the programme:

1. All the students have their personal account allowing to work with the personal data (to display the current academic progress; to look through the class schedule; to use the electronic library of the institution; to work with educational online courses; to subscribe to newsletters, etc.).
2. The NCFU also designed an educational portal “Electronic Campus of the NCFU”, where the information resources of the programme allow to update and to work with the

electronic employment agency (the database of the vacancies of partner companies of the institution).

3. The University also has an archive of scientific publications and teaching materials and the document management system “1C Documentary” (“1C Documentooborot”).
4. The institution operates the website, where the educational content is stored and widely used.

4.7.3. Recommendations:

1. To ensure the smooth functioning of the unified system of information support of the educational process.
2. To use the official pages and accounts on social networks of general use actively (Facebook, Twitter, Vkontakte, LiveJournal).
3. To ensure the timely and efficient reporting of information on the schedule of activities, scientific seminars, scientific circles, additional classes for students and professors to expand the possibilities of using information system 1C “Corporate University” (1C “Korporativniy Universitet”).

4.8 Research activity:

4.8.1. Evaluation: Satisfied

4.8.2. Strengths of the programme:

1. The organisation of research activity of professors of the department is implemented not only at the external expense, but also due to internal financing. The Administering Department is actively conducting research on various subjects commissioned by third parties, for example, the study the socio-economic infrastructure of rural settlements in the eastern regions of Stavropol Territory (Ministry of Regional Development, World Bank), evaluation of the quality and satisfaction with the state budget services (Ministry of Finance of Stavropol Territory), sociological analysis of labour market of management staff (Ministry of Labour and social protection of population of Stavropol Territory), monitoring of the socio-political activity of the population of the city of Stavropol (Stavropol City Duma), and others.
2. There are several student scientific societies and circles (Student construction team “Pulsar” of the NCFU).
3. The research results are implemented in the practice of enterprises and organisations.
4. The academic allowances system is implemented in order to enhance learning and to stimulate research activities of the NCFU teaching staff.

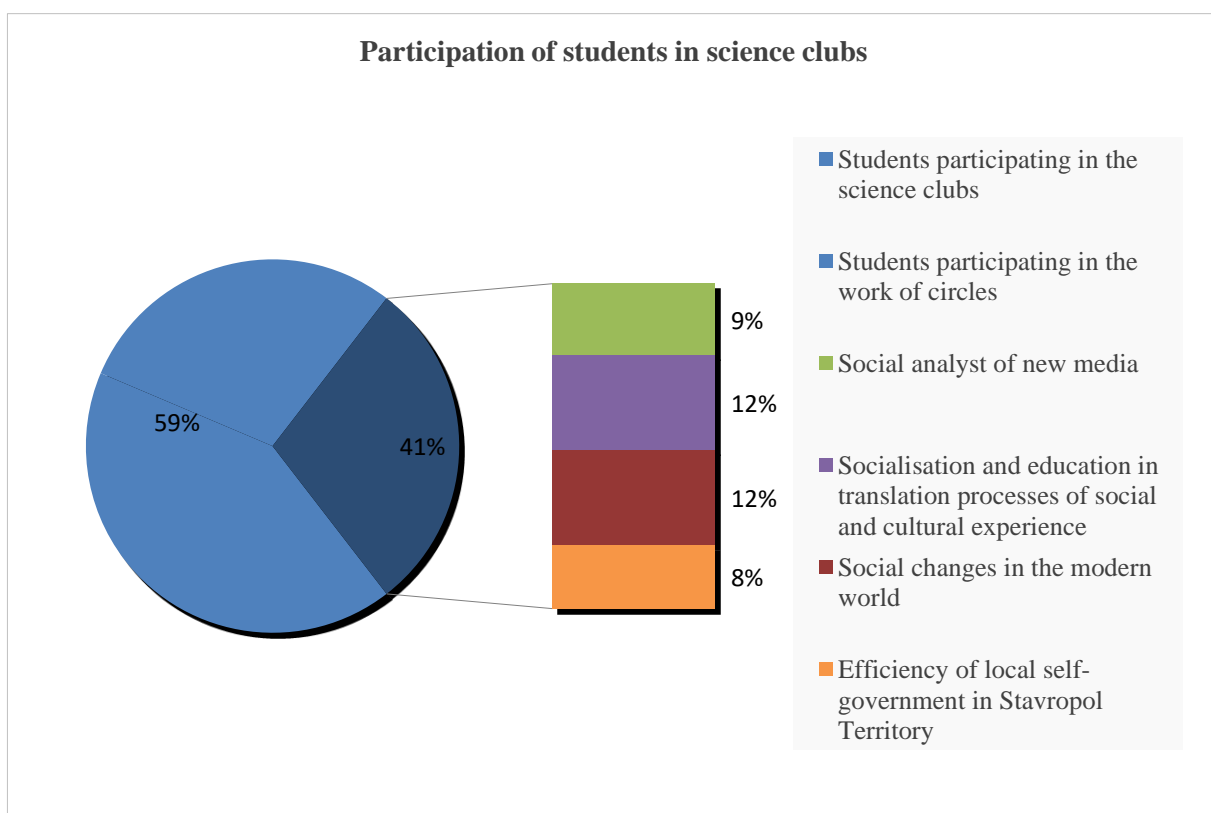
4.8.3. Recommendations:

1. To increase activity of students' participation in scientific research, the participation in grants competitions and scientific works.
2. To create student scientific circles with a deeper and applied subjects.
3. To increase the percentage of professors who participate in scientific conferences in the country and abroad as guest (plenary) speakers.
4. To participate in the international projects and in carrying out cross-country studies.
5. To motivate professors of the department to publish their works in the top-rated scientific journals actively:
 - To introduce a transparent and clear system of promotion of professors, including tangible and intangible motivation for publication in journals indexed in databases of “Web of Science”, “Scopus”; in journals indexed in international systems of citing “Science Index”, in publications indexed in RISC, in the publications included in the list of HAC (VAK) of Russia.

- To motivate the most successful professors by providing:
 - Methodological assistance;
 - The assistance in passing the certification, awarding the grant, printing a monograph, establishing the authorial programme, etc.;
 - The opportunity to chose the workload and the most flexible hours: the amount of working hours per week, the opening and closing hours (the first or the second lesson) and to eliminate the gaps between the lessons, etc.;
 - The elimination of the transitions of the professors in different rooms on different floors each lesson;
 - The mentioning of the names of the most successful professors in the pages of materials and records of the University;
 - The expression of gratitude both orally and in writing, and to enter on board of honour.

4.8.4. Additional information:

The experts analysed the involvement of students in scientific circles, the percentage of students taking an active part in their work is only 41%. There are four research circles connected with the evaluated programme in the institution: “Social analyst of new media” (Gapich A.E. is the Head of the circle, PhD in Social Sciences, Associate professor), “Socialisation and education in translation processes of social and cultural experience” (Barsukova T.I. is the Head of the circle, Doctor of Social Sciences, Academic), “Social changes in the modern world” (Lushnikov D.A. is the Head of the circle, Doctor of Social Sciences, Academic), “Efficiency of local self-government in Stavropol Territory” (Lezhebokov A.A. is the Head of the circle, Doctor of Social Sciences, Academic). The main purpose of the organisation of scientific circles is to form analytical and research competencies of students.



According to the results of work in scientific circles, students conduct research projects, which they perform on the scientific and practical conferences and form their publications. Some of the results of research conducted by the students of this field of study are of some interest for businesses or governments.

4.9 Participation of employers in the implementation of the programme:

4.9.1. Evaluation: Excellent

4.9.2. Strengths of the programme:

1. The functioning of the Supervisory Council of the NCFU, which includes employers.
2. Involvement of employers into the process of teaching of the main subjects as the external part-timers.
3. The current practice of employers who conduct workshops for students of the educational programme.
4. Diverse forms of employers' involvement in the implementation of the programme.

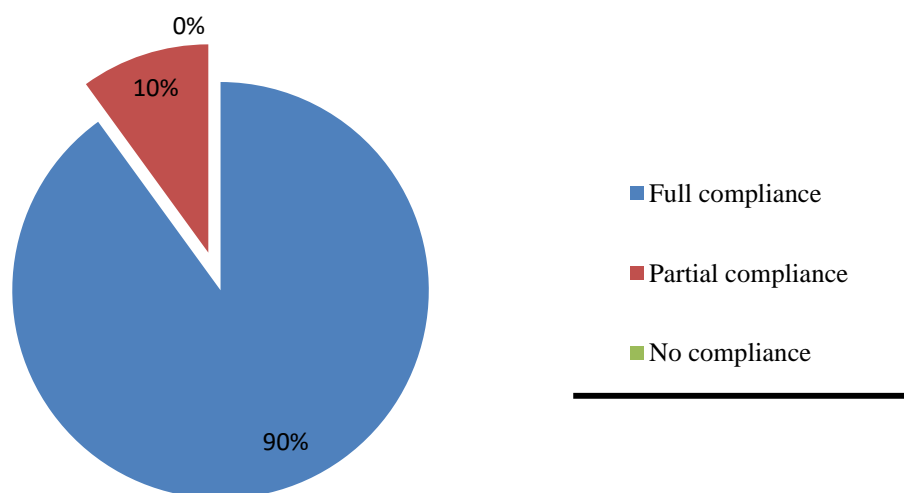
4.9.3. Recommendations:

1. To attract employers to participate in the programme implementation by providing additional resources, including financial.
2. To develop a plan to let the employers-partners conduct different workshops, to agree on a schedule of workshops with all partners.
3. To provide an opportunity to attract employers to the evaluation of theses as the reviewers.

4.9.4. Additional information:

In the self-assessment report the educational institution provides the information about the results of the survey of employers in terms of the relevance of the graduates' competencies to the requirements for modern experts of this field of study. This diagram illustrates the data confirmed by the expert during an interview with employers.

Compliance of the students to the employers' requirements



4.10 Students' participation in the programme management:

4.10.1. Evaluation: Excellent

4.10.2. Strengths of the programme:

1. Students take part in the programme management process through the student' government, in monitoring, in the use of the feedback system, etc.

2. The opinion of the students is taken into account in the assessment of conditions designed for conducting independent work.
3. There is a system of faculty rating where students have an opportunity to take part.

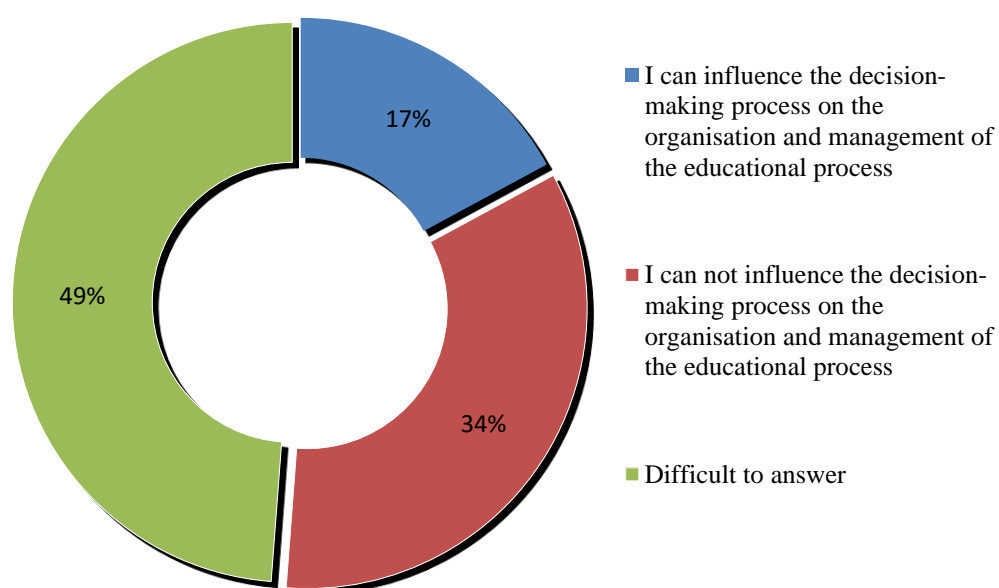
4.10.3. Recommendations:

1. To develop a mechanism of encouragement in the department and faculty for participation of students in determining the content of the programme and organisation of educational process.
2. To increase the percentage of students participating in the activities of the students' government.

4.10.4. Additional information:

During the on-site visit, the expert analysed the opportunity for students to influence the decision on the organisation and management of the educational process. This diagram illustrates the data that reflect this possibility. Based on the analysis of the data provided, the expert concluded that only 17.1% of students are involved in the management of the educational process, and recommends to the management of the programme to intensify the activities of students in this field of study.

Participation of the students



4.11 Student services on a programme level:

4.11.1. Evaluation: Excellent

4.11.2. Strengths of the programme:

1. There is a wide variety of creative clubs, studios and circles functioning on a permanent basis.
2. The current system of encouraging students for achievements in extracurricular activities, including summer vacation tourist camps and scholarships estimated on the basis of standard documents;

3. There are different types of financial assistance to students from socially disadvantaged families and students who find themselves in difficult situations.
4. The availability of an internal employment agency “Centre for employment of graduates and career planning of students” that conducts workshops and consultations for students.

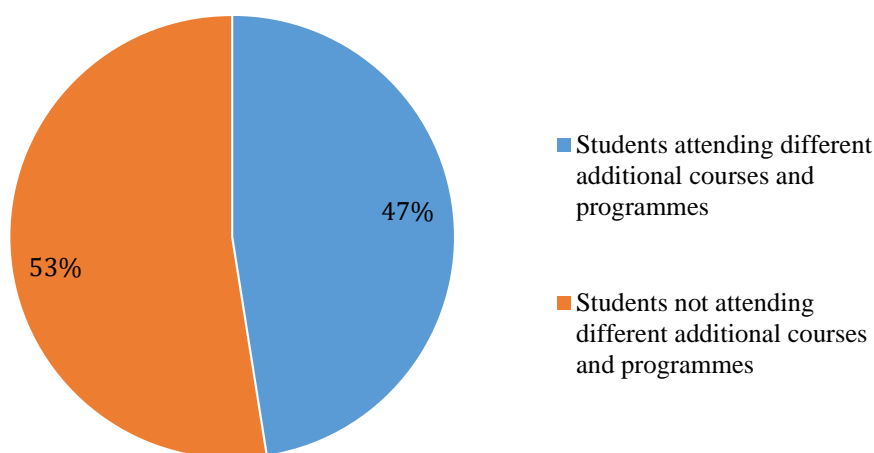
4.11.3. Recommendations:

1. To create a training centre for social and psychological support where one can get advice on problems associated with stress, rejection of bad habits, etc.

4.11.4. Additional information:

During the on-site visit, the documents confirming the students’ attendance of additional courses and programmes were presented to the experts. Based on the analysis of the data provided, the expert concluded that there is a low students activity on attending additional courses and programmes and recommends to stimulate students to achieve additional qualifications.

Attendance of the additional courses, programmes



4.12 Career guidance and applicants’ preparation:

4.12.1. Evaluation: Excellent

4.12.2. Strengths of the programme:

1. The Department of Sociology implemented a Multidisciplinary Olympiad among secondary school students of educational institutions and students of educational institutions of secondary vocational education on “Social studies” on the basis of the NCFU.
2. The institution promotes projects in the field of “Sociology” in social networks, works with graduate students of the NCFU and other universities of Stavropol Territory informing them about the Master's programmes of the department.
3. The institution also promotes the field of “Sociology” in the print and electronic media through the department employees participated in the jury of the annual competition of the Small Academy of Stavropol Territory in the field of “Sociology” and implements municipal and regional stage of the All-Russian Olympiad on “Social Studies”.

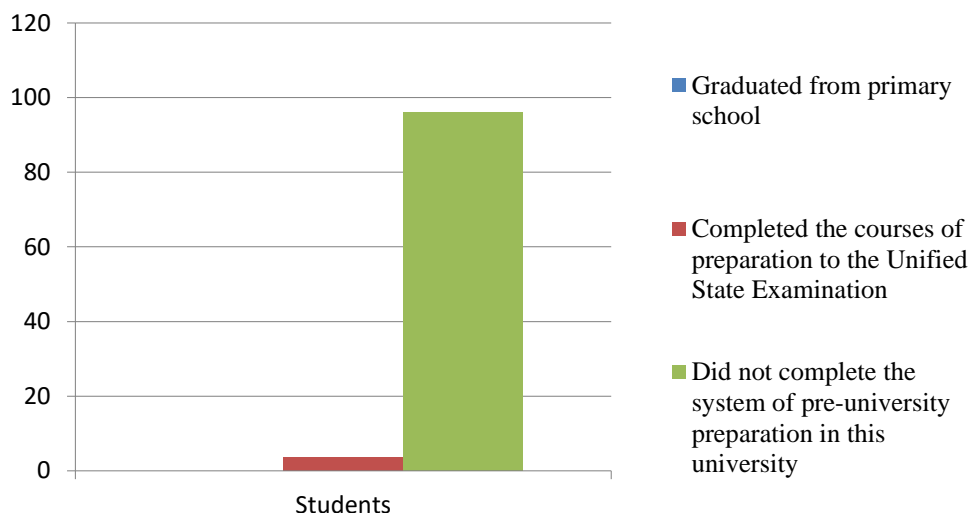
4.12.3. Recommendations:

1. To provide incentives for admission to the winners and prize-winners of subject (profile) competitions;
2. To increase the percentage of students that passed pre-university training in this university.

4.12.4. Additional information:

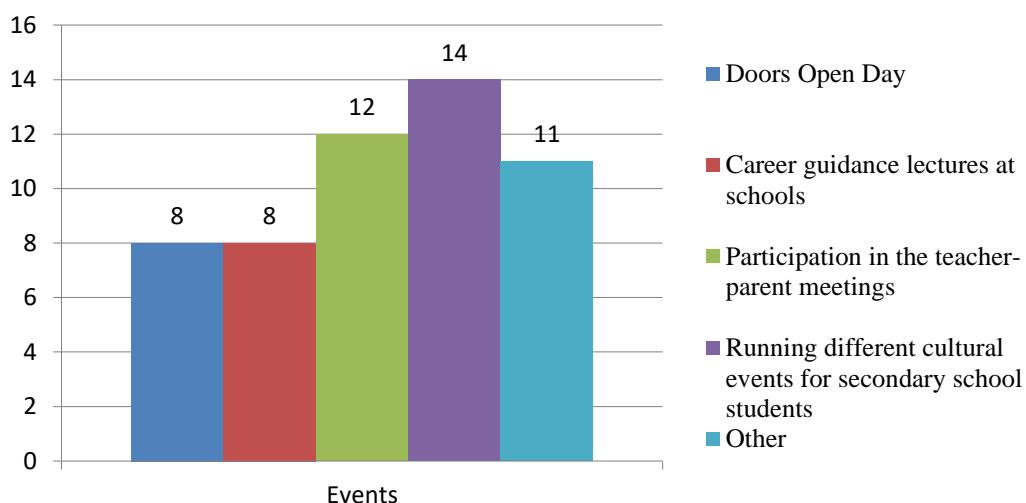
During the analysis of the programme in this field of study the expert made a diagram analysing the system of pre-university training of applicants. According to the data, the expert recommends to expand the pre-university training programme of applicants.

Pre-university training of applicants



According to the results of data analysis and interviews of the Head of the programme, the expert drew up a diagram showing the number of career guidance activities undertaken during the past academic year. More than 50 events were held during the year including:

Career guidance events conducted by the academic staf within the enrollment



CV OF EXPERT

Full name of the Expert: **Irina V. Leskova**

Place of work, position	The Russian State Social University (the RSSU), Academic of the Department of Sociology of Sociology Faculty, the Head of the Laboratory of socio-political and ethno-demographic studies of the Institute of socio-political and ethno-demographic research.
Academic degree, academic title	Doctor of Social Sciences, PhD in Political Sciences, Associate Professor.
Deserved titles, degrees	Government and departmental (industry) award: <ul style="list-style-type: none"> • Diplomas of the Ministry of Regional Development; Diploma of the Russian State Social University; • Silver Medal of the Empress Maria Fedorovna “For Social Service”; • The title of honour “Honoured Worker of the Russian Federation of higher education”; • The title of honour of the “Russian State Social University Veteran”.
Education	Higher.
Professional achievements	<ul style="list-style-type: none"> • Author of over 138 scientific papers including 9 monographs, 4 patents for the database and 5 patents for computer programmes; • Published articles: 129 articles in academic journals included in the scientific databases of RISC; 4 of them are in Scopus, there are 536 citations; • An experience in the dissertation council on sociological and philosophical sciences D 212.341.01 (Д 212.341.01); a member of the editorial board of the journal “Proceedings of the Regional Financial and Economic Institute”; • Prepared 2 PhDs of sociological sciences.
Research interests	Sociology of culture and spiritual life; social anthropology; modern socio-cultural processes; identity and identification; Eurasian economic integration; agglomeration and urban clustering; inter-ethnic relations.
Practical experience in the direction of the programme subject to assessment	The total teaching experience is 26 years; pedagogical experience in the Russian State Social University is 12 years. Irina is an accredited expert of the Federal Education and Science Supervision Service (“Rosobrnadzor”), the accredited expert in the Federal Register of Experts of the scientific and technical sphere, the expert of the Accreditation Board of not-for-profit partnership “Society of Social Sciences”.

CV OF EXPERT

Full name of the Expert: **Aliya R. Masalimova**

Place of work, position	Al-Farabi Kazakh National University (the KazNU), the city Almaty, Kazakhstan, the Dean of the Faculty of Philosophy and Political Science.
Academic degree, academic title	Doctor of Philosophic Sciences, Academic.
Deserved titles, degrees	The Academician of the Academy of Pedagogical Sciences of Kazakhstan, the Honoured Worker of Education of the Republic of Kazakhstan, the holder of the International Scholarship of the President of Kazakhstan Nursultan A. Nazarbayev “Bolashak” the scholarship holder of the Republic of Kazakhstan for outstanding scientists.
Education	Higher.
Professional achievements	<p>The author of: 3 monographs, 3 teaching aids, 5 textbooks, 7 co-authored books, 2 co-authored vocabularies, more than 150 articles, taking into account the articles that are included in the Scopus / Thomson Reuters database.</p> <p>The scientific editor of “The KazNU Vestnik”, series Philosophy, Political science, Cultural Studies; a member of the editorship board of the journal “Al-Farabi” (the KazNU), a member of the editorship board of the scientific journal “Al-Farabi” (the Institute of Philosophy and Political Science of the Committee of the Ministry of Education and Science of the Republic of Kazakhstan), a member of the international board of the journal “Strategy and Policy of Education and Science” (The University of Sofia, Bulgaria). The Head of Almaty branch in the Congress philosophers of Kazakhstan.</p> <p>Prepared students of Master's programme and doctoral students: 1 Doctor of Philosophic Sciences, 2 PhDs and 15 Masters.</p>
Research interests	The philosophy of education, cultural anthropology, social policy, religion, intercultural communication.
Practical experience in the direction of the programme subject to assessment	The total experience is 22 years; the experience of managerial work is 10 years; pedagogical experience: delivered the lectures of the following disciplines: sociology; sociology of culture; cultural anthropology. A Certified Expert of Accreditation Agency.