

## Assessment Report

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**Higher Education Institution (HEI):**

Peoples' Friendship University of Russia, Moscow,  
Russia

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**Master Programme:**

International Protection of Human Rights

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**Qualification awarded on completion:**

Master of Law

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**Brief description of the study programme:**

The Master study programme at hand provides students, having a Bachelor background, the opportunity to deepen their knowledge in history of international relations in the sphere of human rights, in theory of human rights and comparative perspectives on this issue. The programme focuses on the study of international legal bases of human rights protection at the international, regional and national levels as well as on the activity of the human rights mechanisms of the UN system, on the regional systems of human rights protection, primarily, European, Inter-American and African human rights protection systems. The major programme objective is acquiring comprehensive and in-depth knowledge of all systems of universal, regional and sub-regional mechanisms of human rights and fundamental freedoms protection. Particular attention is paid to the implementation of the States' international obligations on human rights at the national level.

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**Date of opening of the procedure:**

February 2<sup>nd</sup>, 2012

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**Date of filing the self-documentation:**

May 2<sup>nd</sup>, 2012

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**Date of the site visit:**

May 31<sup>st</sup> to June 1<sup>st</sup>

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**Type of accreditation:**

Accreditation

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**Accredited in Cluster 1 with:**

**Cluster 1:** Bachelor Degree Programme "International Relation"  
Master Degree Programme "International Relation"

**Cluster 2:** Master Degree Programme "International Management"  
Master Degree Programme "Management of International Projects"  
Master Degree Programme "International Marketing"

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**Type of Programme:**

Consecutive

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**Intended length of programme (full-time equivalent):**

4 semesters

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**Mode of study:**

Full-time

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**Option Dual/Joint Degree envisaged:**

No

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**Initial Start of the programme:**

2009

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**Student intake:**

53/25

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**Programme cycle starts in:**

winter semester

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**Speed (planned number of parallel years)**

One at a time

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**Number of first-year students:**

15 students in the academic year 2009-2010

11 students in the academic year 2010-2011

26 students in the academic year 2011-2012

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**Number of ECTS point assigned to programme:**

120

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**Hours (workload) per ECTS point:**

36

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**For re-accreditation and accreditation:**

Statistical data on numbers of first-year students and percentage of foreign students (each aspect broken down into the year, cohort and sex) is to be found on page six and seven.

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**Date of the Meeting of FIBAA-Accreditation Commission:**

November 30<sup>th</sup>, 2012

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**Resolution:**

[...]

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**Duration of Accreditation / retention period:**

[...]

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**Conditions:**

[...]

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**Project Manager:**

Dipl.-Soz. Lilli Schmidt

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**Panel members:****Prof. Dr. Andreas Knorr**

German University of Administration in Speyer  
(Economics and (Inter-) national Politics)

**Christoph Sodemann**

Owner of Secoco - Southeast Connect Consult, Bremen  
(Business Consultancy, Media Management)

**Oliver Jesper**

University of Cologne  
Student of Business Administration

# Summary

The panels' assessment takes into account the self-assessment and the results of the on-site visit (and the statement of the HEI to the assessment report).

[...]

The panel members identify furthermore development potential for the programme:

[...]

Furthermore a set of criteria exists, which exceed the quality requirements:

[...]

## Institutions Details

*Peoples' Friendship University (PFUR) was founded on 5 February, 1960 by the decision of the Government of the USSR. In 1964 the University became a member of the International Association of Universities (IAU) and was awarded the Order of Peoples' Friendship for merits of expert training for Asian, African and Latin American countries in 1975. The PFUR counts three departments (Comparative Educational Policy, Physical culture and Sport and IT in education) and three branch refresher faculties (Teachers of Russian as a Foreign Language, Health Care professionals and Teachers of Foreign Languages). Until now, ten main faculties – Agrarian, Humanitarian and Social Sciences, Engineering, Medical, Russian Language and General Educational Disciplines, Science, Philological, Ecological, Economics and Law – have been established.*

*Peoples' Friendship University of Russia is currently one of the world-famous centres of higher education. It is due to own information of the HEI the only university in the world welcoming students from 140 countries on an annual basis. Specialist training is carried out in 62 fields and programmes. Roughly 27,000 students, post-graduate students, interns and residents, representing over 450 nations, are currently studying at the PFUR. Furthermore, the University counts 4,500 employees, including 2,200 teachers, of whom 400 are professors holding Doctor Degrees, over 900 are associate professors and have Candidate degrees. The PFUR counts over 70,000 graduates.*

*PFUR is a member of the International Association of Universities and a member of the Eurasian Association of Universities. Also, the University cooperates with the International Francophone Organization, the Association of Universities of European Capitals and European Association of International Education. The PFUR has currently more than 160 contracts of cooperation with foreign universities and scientific centres and takes part in programmes and forums conducted by the United Nations, UNESCO, the Council of Europe and other international and intergovernmental organizations. Furthermore, it is among the founders of the Cooperation Network of Universities of Europe and Central Asia, the Academic Network of Universities of Eastern and Southern Europe and a member of the University Organization of the Black Sea countries as well as a participant of Salzburg seminars (Austria) for university staff.*

The study programme at hand belongs to the Department of Law of the PFUR, which was founded in 1963. Academic disciplines on human rights, for example, «Mechanisms of human rights protection of the Council of Europe», «International protection of human rights» and others were traditionally taught at the department. In this context the Master's programme «International protection of human rights» has become an important achievement for the department.

### **Further development of the programme and statistical data**

The Master programme "International Protection of Human Rights" was opened in the department in 2009. Also, the point-rating system and the credits transfer system (ECTS) have been implemented to the educational process within the study programme at hand. The statistical data given refers to the timeframe from 2009 to 2012.

In 2009-2010, 15 first-year students (13 female, 2 male) were enrolled in the study programme at hand, with 3 among them being foreign students (2 female, 1 male). No data is given for 2<sup>nd</sup>-year students. One female student was expelled within the mentioned timeframe.

In 2010-2011, 11 first-year students (7 female, 4 male) were enrolled in the study programme at hand, with 2 among them being foreign students (both female). As for 2<sup>nd</sup>-year students, the programme counted 15 students (13 female, 2 male). Among them there were 3 foreign students (2 female, 1 male). No students were expelled within the overall time period.

In 2011-2012, 26 first-year students (21 female, 5 male) were enrolled in the study programme at hand, with 3 among them being foreign students (2 female, 1 male). As for 2<sup>nd</sup>-year students, the programme counted 11 students (7 female, 4 male). Among them there were 2 foreign students (both female). No students were expelled within the overall time period.

## Appraisal

As the panel can judge from the statistical data given, the study programme at hand showed to be successful throughout the recent years, due to the rising numbers of first year students. More female than male students were to be found among the first-year students within the timeframe shown. *All in all, the reviewers criticize the lack of statistical data, i.e. no information on application rate, utilisation rate, rate of efficiency, success rate, average study duration and average grade of the final degree. Also, no reasons are given for expelling the students. [...]*

# Description and appraisal in Detail

## 1. Strategy and Objectives

### 1.1 Logic and transparency of programme objectives (Asterisk Criterion)

The Master study programme at hand provides students, having a Bachelor background, the opportunity to deepen their knowledge in history of international relations in the sphere of human rights, in theory of human rights and comparative perspectives on this issue. The programme “International Protection of Human Rights” focuses on the study of international legal bases of human rights protection at the international, regional and national levels as well as on the activity of the human rights mechanisms of the UN system, on the regional systems of human rights protection, primarily, European, Inter-American and African human rights protection systems. The major programme objective is acquiring comprehensive and in-depth knowledge of all systems of universal, regional and sub-regional mechanisms of human rights and fundamental freedoms protection. Particular attention is paid to the implementation of the States’ international obligations on human rights at the national level. The methods on international legal and comparative legal analysis as well as interactive forms of students teaching are largely applied to the programme according to information of the PFUR. Skills such as free discussion and independent scientific research and research methodology in the relevant field will be trained in the context of the modules “teaching practice”, “Scientific Research practice” or “Research Work”. As the PFUR states, the programme completely covers cultural and professional competences defined by the State Standard. Finally, due to the HEI, the programme has an educational and practical character which aids to train professionals for both science and practice. After graduation, students can use their acquired knowledge to take a job in the UN Representation offices, Russian Ministry of Foreign Affairs and Ministry of Justice, in NGOs and international organizations dealing with human rights protection.

### Appraisal:

The objectives of the programme are set out consistently in relation to the occupational area, that is to say acquiring knowledge of all systems of universal, regional and sub-regional mechanisms of human rights and fundamental freedoms protection. [...] *The panel also comes to the conclusion that the areas: empowerment, employability and personal-ity/personal development are taken into account by the objectives of the programme. Students will be encouraged and enabled to take responsibility for their learning and professional development, i.e. in the context of different modules, through teamwork and common curricular and extra curricular projects.* [...]

### 1.2 Positioning of the programme

*As the PFUR states, its education programmes as well as the institution itself are continuously estimated and compared in various ratings. The ratings are aimed at both ranking institutions of higher education and offering orientation for entrants and their parents, as well as for employers, regarding the quality of training at the institution. According to the results of independent national rating of Russian institutions of higher education in 2010, PFUR took the fourth place among 104 largest high-profile universities, following Lomonosov Moscow State University, National Research Moscow Institute of Physics and Technology (State University) and National Research Saint Petersburg State University. The National Research Novosibirsk State University as well as National Research Tomsk State University take the fifth and sixth place. According to PFUR, it keeps its leading position on the education market through stable and long-term relations to alumni and external organizations, which allow*

*monitoring changes on the labour market.* The department of Law, which carries out the study programme at hand, has 15-year experience of training Master's students in "Law", particularly in the field of international law in general and international human rights law. None other educational establishment on the Post-Soviet area can boast such extensive experience.

Due to information of the PFUR, study programmes with human rights protection involved have been of great demand among Asian, African and Latin American students since PFUR's foundation in 1960. The demand for graduates was determined by the programme directors, based on a professional field analysis amongst other, as the HEI states. As for the future fields of employment for graduates, there is a demand of alumni of the study programme at hand in i.e. the Ministry of Foreign Affairs, Ministry of Justice, the Russian Office of Human Rights Commissioner, non-governmental organizations, advocacy and postgraduate studies. *According to the PFUR, the Employment of programme graduates is tracked and analyzed by the Center of Promotion of Student Employment and Job Placement of PFUR Graduates. The main employment regions are Moscow with its broad labour market, other regions of the Russian Federation, CIS countries, as well as the countries of Europe, Asia, and Africa. In this context, the PFUR points out the broad network of companies with great influence on education contents and guest speakers with practical background.*

According to the PFUR, the Master programme at hand takes an important place within the HEI's overall strategy since it focuses on training of specialists for human rights protection. *Particularly, PFUR is an international classical university having the following mission: Unit-ing people of different nations, races and religions by means of knowledge, training qualified specialists highly demanded in various spheres of activity, forming personalities and educating young people capable of working in any country. One of the most important areas of the University's activities is international cooperation with leading foreign universities throughout the study programmes offered. The international activities of the University are aimed at raising the PFUR's profile within the system of higher education of the Russian Federation and at further integrating into the global educational and scientific community.*

## Appraisal:

*The profile and the competence goals, which have been described in detail, are such that the programme can compete both on the education and on the job market. [...]*

*The way in which the programme is incorporated into the HEI's overall strategy is described and clear reasons are given, i.e. focus on cooperations with other Higher Education Institutions and enterprises and international orientation. The study programme at hand directly relates to the international orientation of the HEI, therefore harmonically fits into the overall concept and strategic planning of PFUR.*

### 1.3 International orientation of the programme (Asterisk Criterion)

*PFUR positions itself as an internationally-focused university. This is mainly determined, as the PFUR explains, by the University's entering the European educational environment, (Russia signed the Bologna Accords in 2003). The Bachelor's and Master's educational levels were introduced in PFUR as early as in 1989. In 2003, the Faculty of Humanitarian and Social Sciences of PFUR was among the first ones in Russia to implement the system of credits and modules in organizing the teaching/learning process using ECTS-credits, the Faculty also developed a form of the European Diploma Transcript. As the PFUR states, academic mobility has become one of manifestations of the international focus of the study programme at hand. Within the programme framework first-year master students participate*

in annual summer school in Venice (Lido) and second-year master students are sent to various universities – Venetian Consortium members (more than 40 European universities) to complete their dissertations. There, supervised by foreign specialists, they familiarize themselves with the latest achievements in the field. Finally, on average, 8-10 guest lecturers are invited annually, having international background in both education and practice.

## Appraisal:

*The programme objectives and strategy are geared to ensuring internationality in teaching and research as well as graduate employability. Most of the lecturers have great international experience either in professional or academic field (see also chapter 3.3). The panel also likes to point out the offer of summer school on the basis of bilateral cooperations within the study programme at hand. [...]*

## 1.4 Gender equality and equality of opportunity

*According to the PFUR Mission, working with students is aimed at forming tolerant cross-cultural environment and uniting people of different nationalities, races and religions through knowledge. In the University, the concept of multiculturalism is implemented. At present, the HEI counts students out of 140 countries. Conceptually, the requirements of gender equality and equal opportunities for students in specific life situations (international students, people with migration past, students from social groups with limited access to education, etc.) are considered in PFUR on the basis of the Gender Strategy of the Russian Federation (2002), namely – achieving equal rights for women and men in society, overcoming all forms and manifestations of gender discrimination, creating political foundations and necessary social conditions for the most complete realization of women's and men's natural abilities in all spheres of their work, social and private life. As the HEI points out, there is no gender discrimination at admission to/expulsion from the University or at the evaluation of students' knowledge, at elections or appointments to posts. Since its foundation, a Women's Committee was founded at the PFUR – an international public organization uniting students, graduates, attending physicians and trainees of the University. As for research, gender problems in education and in professional activities are regularly researched at the University. Gender aspect is, as the HEI underlines, also considered in most psychological, pedagogical and sociological researches. What is more, material support, employment assistance and medical assistance and personal schedules are offered to students in weak living situations. Orphans and children without parental care as well as disabled persons are enrolled out of competition (see also 2.1).*

## Appraisal:

*The panel members came to the conclusion that gender equality and the implementation of general bans on discrimination are promoted by the PFUR. The requirements of gender equality are based on national standards. According to the 'Admission Regulations in the Federal State-Funded Educational Institution of Higher Professional Education "Peoples' Friendship University of Russia" for Teaching in Main Higher Professional Education Programmes for Academic Year 2012/2013, Order of January 31<sup>st</sup>, 2012 No. 52, admission of citizens with disabilities may be performed both on the basis of USE results, and on entrance tests results (in the absence of USE results) conducted by the University. Additionally, upon entrance support is given depending on the categories of the entrant's disabilities. Besides, the PFUR has put effort to ensure equality throughout the whole study programme and on campus, which units multicultural students. Teacher, manager and students have to sign a code of honour, according to which education at PFUR implies mutual understanding and communication in terms of internationalism, friendship and respect for cultural and religious characteristics. Several alternatives for material stimulating students such as academic and*

*social allowances and scholarships have been running in order to offer opportunities for students in weak living circumstances. What is more, a Women's committee dealing with issues relevant for women in education exists.*

*Regarding the study programme at hand, it includes the course "Encouragement and rights protection of some vulnerable groups in international law" familiarizing students with problems of the disabled and legal problem-solving techniques, with rights protection of this group of people. In addition, almost all master courses have study guides and seminar tasks are posted on the university portal on the Internet, so distance learning from home is possible.*

*Student with disabilities are enrolled without competition. However, during the on site visit, the reviewers identified that not all parts of the HEI are accessible to disabled students, especially parts of the library. [...]*

## **2. ADMISSION (ADMISSION PROCESS AND PROCEDURE)**

*Information on admission is to be found in the 'Admission Regulations in the Federal State-Funded Educational Institution of Higher Professional Education "Peoples' Friendship University of Russia" for Teaching in Main Higher Professional Education Programmes for Academic Year 2012/2013, Order of January 31<sup>st</sup>, 2012 No. 52.*

In order to gain admission to the study programme at hand, applicants need to have a higher professional education (Bachelor of Law, Specialist of Law, Master of Law) confirmed with a state-recognized document and need to pass the competitive selection. Also, at the time of admission, entrants need to have good command of English in order to master vast amounts of scientific literature, confirmed with an interview and written examination in test form, except when English skills are proved by PFUR diploma of translator, PET (Preliminary English Test), FCE (First Certificate in English) or TOEFL. Another requirement is the amount of 72 academic hours in the area of International Law from previous studies. No professional experience is required when applying for the study programme at hand.

The selection procedure shall be governed by the 'Regulations for Entering the Master's Degree Programme of PFUR in 2012, List of Master's programmes in 2012'. The selections procedure includes a written examination consisting of 4 questions (regarding theory of state and law and international law), and an interview. The number of people admitted to state-maintained Master's degree programme in each major is determined by the admission quotas approved by the Federal Agency for Education.

Foreign citizens, having a Bachelor's degree or the Specialist's degree with the higher Professional education, or the Specialist's degree, or foreign document confirming education, recognized as equivalent in the Russian Federation to the Bachelor's degree or the Specialist's degree with the higher Professional education, or the Specialist's degree, are admitted for education on Master's degree program. Foreign students admission is further determined by the "Order of foreign citizens intake to Master programmes of the Peoples' Friendship University of Russia", introduced by the rector's order №179 from September 3<sup>rd</sup>, 2006). Admission requirements for foreign students are knowledge of the Russian language at the prescribed level. *The following groups of people are enrolled out of competition provided they successfully pass the entrance examinations: Orphans and children without parental care; disabled persons; other groups of people subject to applicable law of Russian Federation.*

*Transfer from one programme to another normally takes place during the first year. Provision on Student Transfer Regulations of 1998 (as amended under the Minister for Education's orders in 2001 and 2010) establishes the rules of a student's transfer from one educational*

*institution to another (Order on Adopting Procedures for Transferring Students from One Higher Education Institution of the Russian Federation to Another). According to Chapter 4 of the admission regulations named above, admission of Russian citizens to the second and subsequent years is possible along with an undergraduate professional education certificate, academic transcript and higher professional education certificate. Admission of foreign citizens to the University is, according to point 17.1 of the admission regulations, performed in accordance with Chapter 4.*

*Documents and information governing admission to the University, as well as the competition results, ranked lists containing the score, and enrolment orders are available on the Admission Commission stand and on PFUR's official Homepage. Moreover, information on the admission procedure is to be found in booklets and brochures and communicated during specific open days. Applicants' written papers are checked and marked by several commissions. The total sum is calculated by summing the points awarded for each of the 4 questions. The results are known not later than the day following the examination. To provide transparency, a list of candidates, giving their score, will be published on the University's official website and displayed on the Admission Commission stand.*

## Appraisal:

*The admission requirements are defined and transparent. The national requirements are presented and taken into consideration. By enrolling students having a higher professional education and by proofing English skills, the admission requirements ensure that qualified students are admitted. With a view to the opportunity for students to be placed in higher semesters directly, criteria are to be found within the admission regulations.*

English language skills, interview and entrance tests are the relevant criteria relating to an admission decision. The panel holds the view that the selection procedure ensures the acquisition of particularly qualified students in line with the goal of the programme. Professional experience is, as it is also the case in many Master-study programmes in Europe, no admission requirement, and therefore according to the panel not relevant.

Foreign language competence is to be ensured via PET, PFUR diploma of translator FCE or TOEFL. Information on the minimum score can be found in the information brochure "Masters' programmes in English" by the PFUR. However, nor the kind of examination neither a minimum score has been defined by PFUR in the admission regulations. Also, no minimum standard has been set for foreign applicants when it comes to foreign language competence.

[...]

*The admission procedure is described, explained in a logical and transparent manner and documented for and accessible to the general public. The HEI provides information on the admission requirements and the admission procedure online and in brochures. Prospective students can moreover ask for personal information. The admission decision is based on objectifiable criteria and is communicated in writing.*

## 3. Implementation

### 3.1 Structure

According to PFUR the Master study programme "International protection of human rights" is elaborated in accordance with the State Educational Standards (FSSES-3) which became effective in 2011. The programme provides a two-year education with a total of 120 ECTS-

Points, with each semester being equally credited with 30 ECTS-points. Each credit is based on a notional 36 hours of student study time. The curricular workload (lectures, seminars, group consultations) provides approximately 50% of the general educational term. Besides the core curriculum, the elective part of the professional curriculum includes 4 blocks of optional disciplines, with each containing two disciplines. Also, according to the Federal State Educational Standards, all the disciplines are divided into general and professional/specialization cycles and include practical component and research work. As the PFUR states, the courses are structured from general courses to specializations.

*As for the application of the European credit Transfer and Accumulation System (ECTS), the main elements of ECTS-system have been used according to the PFUR, that is to say the implementation of credits, grades in accordance with ECTS and characteristics of the educational workload. In accordance with the requirements of the federal state educational standards of higher professional education, the educational workload in Graduate School is performed does not exceed 14 hours per week, which allows choose optional and elective courses proposed by relevant chairs. Questionnaires, as the PFUR states, are being used as a means to monitor and analyze students' workload. Also, a Diploma Supplements has been introduced. As for modularization, the Russian State Educational Standards provides the division of subjects into cycles, within the framework of each cycle exist subjects of federal, regional (institutional) components. As the HEI explains, the strictness of this scheme in some cases does not allow the university to bring changes into curricula, while elaborating its educational programmes.*

*Modules according to the Russian State Educational Standards have been described in module descriptions enclosing purposes and targets of the subject, contents, final results (knowledge, abilities and skills), acquired competences and a list of obligatory and recommended literature. The description of subjects is uploaded by educators in the local network of the institution or on their personal web page. The mastering of each specific subject (module) is usually terminated by an examination.*

*Term examinations are conducted in periods of examination sessions, usually in the form of a test and a written work; the duration is 2 academic hours. During the academic year the following forms of control are implemented: mid-term and final attestations, analytical note (volume up to 7 pages), summaries of work, creative essay, which are held in the form of tests or in form of questions suggested by the educator. In the final semester a final examination is conducted, which includes the defence of the final thesis and the passing of state examinations, in accordance with the State Educational Standard of higher professional education for the study programme at hand. The State examination includes a test (computer testing using test programmes) and the main part (in oral and written forms). The procedure of final certification is determined by the Regulations on the State Final Certification of Graduates in PFUR.*

*Requirements for the volume and structure, admission procedure as well as requirements to the State Examinations and assessment as a whole are defined by regulating documents of People's Friendship University of Russia (assessment regulations, standard regulation about final certification, regulations on the procedure of the internship of students in the Peoples' Friendship University of Russia, regulation on organization of educational process under the credit system, regulations on the course examinations and credits in PFUR, regulations on the graduation thesis and regulations on the State Final Certification of Graduates in PFUR).*

## Appraisal:

*In the structure of the student workload the ratio of core subjects, specialisations and optional electives is weighted in a balanced manner. Several optional classes on different issues provide, as the panel holds the view, the opportunity to broaden and systematize the theoretical and problem content of the obligatory courses. The structure therefore helps to*

*set the objectives of the student workload and the students to acquire the skills related to the objective. Also, the amount of credit points per semester is evenly spread throughout the study programme.*

*Credit points and workload specifications have been implemented. Also, the concept of modularisation has been introduced to the programme. The module descriptions contain in particular a detailed description of the learning outcomes and acquisition of skills, partially even too extended. However, only very few module descriptions were made available to the reviewers. Apart from the module descriptions to the modules “Philosophy of law”, “History of political and law doctrine”, “History and methodology of law”, “International criminal procedures and human rights”, “International humanitarian law” and “Discrimination and gender questions in modern international law” no module descriptions were handed in to the reviewers. Additionally, information on the emphasis of the grade for the final grade is missing completely throughout the module descriptions. [...] Also, the reviewers were surprised to see that information on literature was given in Russian only and that obviously mainly Russian literature is used. [...] Integrated module examinations have not been implemented in the study programme at hand, since the modules continuously consist of at least two examinations: mid-term and final attestations. [...]*

*A set of study and examination regulations exists and this has been verified by legal experts. The structural requirements for the programme have been implemented. The option of spending periods of time at other HEIs and in practice without any loss of time is envisaged in relation to the mode of study, mainly via cooperations with other HEI. However, the process as well as criteria of credit transfer from programmes offered by the same or another institution, as laid down in the Lisbon Convention, has not become clear to the reviewers. With respect to the Lisbon Convention, which was ratified by Russia in May 2000, rules for the recognition of credits achieved at other higher education institutions or externally achieved credits have to be laid down within the study programme concept. [...]*

*A sample of a diploma supplement was handed out to the reviewers, also indicating the relative grade of each module. However, no grading percentage table referring to the final grade is included in the students' diploma supplements, showing the percentage of students achieving the respective grade category in previous cohorts. [...]*

*[...] During the on site visit, the reviewers found out that workload monitoring and adjustment does formally not take place (see chapter 5.1). A set of study and examination regulations exists. The structural requirements for the programme have been implemented.*

## 3.2 Content

The curriculum is subdivided in three different components. The federal component includes the modules “Philosophy of law”, “Foreign language (Russian)”, “History of political and legal studies”, “History and methodology of law”, “Comparative law research”, and “Current issues of contemporary international law”. The professional component consists of the following modules: “International criminal process and human rights”, “Liability in international law”, “Protection of human rights in the UN system”, “International humanitarian law”, “International labour rights in the global economy”, “European system of human rights protection”, “International Law: issues of migration and asylum”, “Human Rights and development”, “Inter-American system of human rights”, “African system of human rights protection” and “Human rights treaty bodies”. Subjects to be selected are “Human rights: Scientific and technical progress”, “International legal framework for the right to health”, “Indigenous peoples' and minorities rights protection”, “Protection of environmental human rights”, “International business and human rights” “Discrimination and gender issues in contemporary international law”, “Protection of vulnerable groups under international law” and “Human rights and challenges of the XXI Century”.

The qualification title “International Protection of Human Rights” is due to information of the HEI acknowledged and recognized both in Russia and abroad and is in demand of the international community. The UN Council for human rights has made continual recommendations to the states to introduce this qualification into the studying process.

As the PFUR states, preparation of students for practice during the whole period of studies is of top priority via i.e. situation cases. What is more, students of “International Protection of Human Rights” traditionally have their internship at the Department of International Law in the form of teaching practice. The Master students are also sent to the Russian Ministry of Foreign Affairs and the Ministry of Justice. Invited guest speakers also distribute to practical input within the study programme at hand. Theoretical and practical contents are finally combined when writing the final thesis.

As the HEI describes, great attention is paid to issues of interdisciplinarity in the study programme at hand. The training process involves not only the teaching staff of the Department of International Law but also the Department of Theory and History of the State and Law and the Department of Foreign Languages. Also, guest lecturers from other departments teach on the programme. For instance, lecturers from the Faculty of Ecology and the Faculty of Agriculture are involved for “Ecological human rights”; within the framework of “International Rights to Health” lecturers from the Faculty of Medicine and practicing medical experts are involved. To implement the programme more effectively, the innovative course “Human Rights and Technological Development” was designed. *Special attention in the programme is paid to English and Russian languages. Also, students can make use of the offer of further foreign language courses at the PFUR.*

*Likewise, great importance is given to the training of methodological competences, specifically understanding theories and practical application of knowledge. One of the most effective means of achievement of this is carrying out of classes in the form of discussion of relevant issues.* Due to own information of the PFUR, the programme also allows students to master the appropriate methodology required to implement educational and research work. To achieve these goals and to ensure that the graduates can understand and assimilate specialist literature, the Department of International Law employs a range of measures such as student teaching practice, participation in conferences and round-table talks, in research projects supervised by eminent scientists and experts and writing and submitting articles to scientific journals.

The module structure is shown in the following illustration:

"APPROVED BY"

Rector  
"\_\_\_" \_\_\_\_\_ 2011

V. FILIPPOV

# CURRICULUM

speciality 030900 "Law"  
specialization "International Human Rights Law"

Qualification (Degree) - Master

Duration - 2 years

№	Subjects	workload			Year- and semester-wise distribution							
		C r e d i t s	S t a n d a r d .	a c a d e m i c	1 s t Y e a r				2 n d Y e a r			
					1 semester		2 semester		3 semester		4 semester	
					1 8 weeks hours per week	C r e d i t s	1 8 weeks hours per week	C r e d i t s	1 8 weeks hours per week	C r e d i t s	1 0 weeks hours per week	C r e d i t s
1	2	3	4	5	6	7	8	9	10	11	12	13
<b>M.1. General research cycle</b>		<b>7-13</b>	<b>9</b>	<b>324</b>	<b>4</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>
	<b>Basic part</b>	3	3	108								
GS.B.1.1	Philosophy of Law		3	108	2	3						
	<b>Additional Part</b>	<b>4-10</b>	<b>6</b>	<b>216</b>								
GS.B.1.V.1.	Foreign Language (Russian)		6	216	2	2	2	2	2	2		
<b>M.2. Professional Cycle</b>		<b>47-53</b>	<b>51</b>	<b>1836</b>	<b>10</b>	<b>12</b>	<b>13</b>	<b>13</b>	<b>12</b>	<b>18</b>	<b>14</b>	<b>8</b>
	<b>Basic part</b>	12	12	432								
GPS.B.2.1.	History of Political and Legal Studies		2	72			2	2				
GPS.B.2.2.	History and Methodology of Law		2	72	2	2						
GPS.B.2.3.	Comparative Law Research		2	72	2	2						
GPS.B.2.4.	Current Issues of Contemporary International Law		6	216			5	6				
	<b>Additional Part</b>	<b>35-41</b>	<b>39</b>	<b>1404</b>								
GPS.B.2.V.1.	International Criminal Process and Human Rights		2	72					2	2		
GPS.B.2.V.2.	Liability in International Law		2	72			3	2				
GPS.B.2.V.3.	Protection of Human Rights in the UN System		2	72	2	2						
GPS.B.2.V.4.	International Humanitarian Law		2	72							4	2
GPS.B.2.V.5.	International Labor Rights in the Global Economy		2	72					2	2		
GPS.B.2.V.6.	European System of Human Rights Protection		2	72							4	2
GPS.B.2.V.7.	International Law: Issues of Migration and Asylum		2	72							4	2
GPS.B.2.V.8.	Human Rights and Development		2	72							2	2
GPS.B.2.V.9.	Inter-American System of Human Rights		3	108	2	3						
GPS.B.2.V.10.	African System of Human Rights Protection		2	72					2	2		
GPS.B.2.V.11.	Human Rights Treaty Bodies		3	108	2	3						
	<b>Subjects to be selected</b>		<b>15</b>	<b>540</b>								
	<b>Block 1</b>		4	144					2	4		
	Human Rights and Scientific and Technical Progress											
	International Legal Framework for the Right to Health											
	<b>Block 2</b>		4	144					2	4		
	Indigenous Peoples and Minorities Rights Protection											
	Protection of Environmental Human Rights											
	<b>Block 3</b>		4	144					2	4		
	International Business and Human Rights											
	Discrimination and Gender Issues in Contemporary International Law											
	<b>Block 4</b>		3	108			3	3				
	Protection of Vulnerable Groups under International Law											
	Human Rights and Challenges of the XXI Century											
<b>M.3. Practical and Research Work</b>		<b>54</b>	<b>54</b>	<b>1944</b>	<b>0</b>	<b>13</b>	<b>0</b>	<b>15</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>16</b>
M.3.1.	Teaching practice		10	360				10				
M.3.2.	Scientific Research Practice		10	360								10
M.3.3.	Research Work		34	1224		13		5		10		6
<b>M.4. Final Attestation</b>		<b>6</b>	<b>6</b>									<b>6</b>
M.4.1.	State Examination		2									2
M.4.2.	Defence of Master's thesis		4									4
	<b>TOTAL</b>	<b>120</b>	<b>120</b>	<b>4104</b>	<b>14</b>	<b>30</b>	<b>15</b>	<b>30</b>	<b>14</b>	<b>30</b>	<b>14</b>	<b>30</b>
				14,25								

## Appraisal:

The overall objective of the Master study programme is the acquiring comprehensive and in-depth knowledge of all systems of universal, regional and sub-regional mechanisms of human rights and fundamental freedoms protection. *In the view of the panel, the programme at hand contains many important and contemporary courses and the contents of the programme are in principle adequate for the Master study programme at hand, with the mixture of modules being balanced in terms of content. Also, regarding the sequence of the modules, they are logically aligned to one another and with the qualification and competence goals. The electives included on the programme enable students to acquire beneficial skills in accordance with their own preferences.*

*The reasons for the qualification title are given and the title is in line with the focus of the programme content and the national requirements. Also, the programme description corresponds to the content of the curriculum.*

*Theoretical content and practical experience are sufficiently considered within the study programme at hand by integrating methodical contents but also practical experienced guest speakers. Especially, the great amount of interdisciplinary content was appreciated by the students, which forms, as the panel also points out, one of the main components of the programme.*

*Finally, the programme ensures that graduates have methodological competence and are empowered to conduct academic work and can understand and assimilate specialist literature, i.e. within the context of the module "Comparative law research". The level of performance in examinations and the thesis are aligned with the learning outcomes of the module in terms of form and content. However, the amount of assessment within each module and overall study programme is too high (see chapter 3.1).*

### 3.3 Internationality

*International and intercultural aspects are involved throughout the whole study programme. Master students have an annual summer traineeship in Venice within the framework of Venetian Consortium, in the Office of the High Commissioner for Human Rights in Geneva and the Office of the High Commissioner for Human Rights in Moscow. In the Moscow office the students learn new techniques of intercultural communication in the social environment. As for international content, students, according to own information, regularly receive lectures and scientific reports of the partnering universities. Besides, all student study groups are formed at the University on an international basis. Finally, overseas educational trips are aimed to develop intercultural competences of the students. Students are also given the option to spend one or two semesters abroad as a student or trainee without interrupting the education in the People's Friendship University.*

At present there are eleven second-year master students, with two of them coming from abroad (Belarus and Portugal). Three out of 26 first-year students are foreign students, originally from Uzbekistan, Georgia and Serbia.

*Well known international experts are invited for guest lectures or professors in Master programmes on a regularly basis. A great number of teachers in the study programme at hand have gained international experience either on an educational level or vial practical experience. Also, lecturers involved in the implementation of the study programme at hand, deliver lectures abroad and are involved in work on international education.*

*Foreign languages, both on a basic and professional level are an integrated and obligatory part within the study programme at hand with the purpose to gain knowledge and active use*

of at least two languages. Assessments are carried out mainly via interviews and oral and written tests. According to PFUR, materials are being used on a frequent basis to teach and train foreign languages.

## Appraisal:

*The panel members came to the conclusion that the international orientation of the programme equips graduates with the skills they need to perform the tasks required in an international and inter-cultural environment. [...]*

*As for the rate of international students, a small proportion of the student community comes from abroad. The panel holds the view that the composition of the student community is in line with the orientation of the programme. The reviewers are impressed by the particularly international composition of the teaching staff, with a significant proportion of the teachers having international experience either in professional or academic fields. What is more, international guest speakers are invited on a regular basis to hold lectures and discussions about relevant subjects. In opposite, PFUR's lecturers are also involved in research and publication in international journals and papers as well as participation in lectures abroad.*

### 3.4 Additional acquisition of knowledge and skills

*The study programme at hands provides, as the PFUR states, special attention to target-oriented training experience and skills in applied and research area in order to broaden students' creative mind and scientific ideology, train skills of independent research work, bring up needs in constant self-improvement, work out capabilities of purposeful, efficient applying of given knowledge in professional activity and skills of working in group. Conferences and scientific-investigational seminars, during which presentations of investigation projects results are presented, are an integral part of the study programme at hand. Moreover, IT skills are to be improved as well as students' foreign language skills.*

Great attention is paid to civil education. The readiness to cooperate with colleagues and the ability to work in teams shall be acquired and trained throughout the study programme with interactive work being the main teaching and learning method. When it comes to communication and rhetoric skills, court hearings are simulated within the most disciplines. The creative component involves a speech delivered using computer-based presentation or flip chart. Some practical questions are resolved through brainstorming or "aquarium" when only 2-3 students are involved in the simulation and the others are observers. Besides, the teachers apply micro-group and open space forms when joint classes of master students from different Master's programmes are organized.

*Additionally, the aim of the programme is to provide students with the ability of taking into consideration the specifics of local business culture of foreign countries and the ability of adaptation to the work in poly-ethnic and international groups. As for personal development, students shall be prepared to find organizational and management solutions and be able to critical assessment of own strong and weak points.*

## Appraisal:

*As the panel states, the development of generic skills such as an educational component, which is not specifically related to the final qualification, is provided on the programme on a consistent basis. Among others, specific modules on ethics are included in the curriculum, such as "Discrimination and gender issues in contemporary international law".*

*Also, in a number of modules, students are required to present the results of their studies and practice teamwork, whereby the ability to publicly communicate is convincingly fostered. The development of rhetorical skills is also aimed in courses such as "History and methodology of law", where students among others handle a simulated case. Equally, leadership concepts are taken into account in the programme. [...]*

### 3.5 Teaching Methodology

All specialist disciplines contain modules which enable to involve eminent scientist and experts from abroad as guest lecturers to deliver lectures and teach workshops and give tutorials in English. *Lectures (introductory/overview, thematic/problematic, revisional/generalizing, explanations, stories), Seminars (including broad conversations, reports and their discussion, workshop surveys, discussion of written works, theoretical conference, role-playing games, debates seminar press conferences), independent work of students (preparation of creative essays, abstracts and summaries and participation in colloquia) are part of the study programme at hand. Case studies and role plays form one of the major teaching means within the study programme at hand. An important component of the methodical system during the training is, as the PFUR states, the use of technical tools, i.e. for demonstration and research. Great attention is finally paid to writing essays, term papers and final thesis.*

*As for teaching and learning materials, textbooks or manuals for the relevant course, guidelines for students on independent work and the study of the subject, methodical recommendations for the implementation of case studies, exercises, and trainings, guidelines on the implementation of term papers and dissertations, a programme of the final (term) examination for the subject in the form of a list of questions or tests and handouts as well as visual aids, including workbooks, reference and text book publications, computer textbooks audio and video materials, are used. Also, compulsory and recommended readings are implemented. The complexes for subjects are available on the websites of chairs and educators' personal pages; they are accessible from any computer in the local network of the Peoples' Friendship University.*

*As the PFUR underlines, experts both with academic and professional background are invited on a regular basis to deliver lectures and conduct classes on pressing issues in protection of human rights, share practical experience gained in the field of politics, business, culture and in research.*

Student assistants are not involved in Teaching within the Master study programme at hand. However, the curriculum structure provides that students at different entry-levels can complete the programme within the intended length of time with the help of extra classes and individual work with the students lacking the basic legal education.

#### Appraisal:

*The logic of the teaching methodology as laid out in the self evaluation report in principle is adequate to lead students to the final qualifications; it is described and explained in a logical and transparent manner. A diverse range of methods is used on the programme, tailored to the specific modules. What is more, case studies and role games are used as part of the curriculum and are aimed at developing the students' skills. Additionally to the regular study programme, guest lecturers teach on the programme. A list of guest lecturers delivered in 2011 to 2012 was handed to the reviewers along with the self documentation and during the site visit. According to the reviewers, the guest lecturers bring special experience to teaching, contributing to the students' development of skills.*

*Talking about teaching and learning materials, they are of the required quantity and quality and are available to the students at the required level promptly and online. [...]*

*Student assistance is no part of the support strategy regarding the study programme at hand. The panel holds the view that student assistance in lectures is not relevant in a Master programme.*

### 3.6 Skills for employment / Employability (Asterisk Criterion)

The PFUR states that the programme includes the following employment opportunities for Masters: The UN Representation offices, Russian ministry of Foreign Affairs and Ministry of Justice, in NGOs and international organizations dealing with human rights protection. Also, by involving national and international experts in international human rights law into the study programme at hand, relevant contents will be taught and employability therefore ensured. By offering electives, students are given the opportunity to specialize within their desired field.

The PFUR in this context underlines the long-standing and wide-ranging relationships to local, national and international employers, which are expressed among others in practical trainings within the companies, student meetings with representatives of companies' management and round tables. What is more, revision and improvement of the curriculum does take place under companies' assistance which, as the PFUR states, also has a great impact on students' employability.

#### Appraisal:

*Due to the analyses of the HEI and discussion with the students, the panel is in no doubt that graduates of the programme will be employable, given the international context and the wide cooperations of the HEI. The curriculum content is such that it is possible to achieve the employability aspired to in the programme objective and to get a degree, which has an explicit profile with regard to the content. The respective criterion is judged as being met. [...]*

## 4. Academic Environment and framework conditions

### 4.1 Teaching staff

*The Master's degree programme is implemented by scientific and teaching personnel having, as a rule, relevant major education according to the subject they teach, and scientific degrees, and systematically performing scientific and scientific-methods activities. The teaching staff is composed of 7 full-time teachers, with two persons holding a Doctor Degree in Law and five Degree in Law candidates. One lecturer was awarded a title of Honored Lawyer of the Russian Federation. Within the framework of collaboration with the European inter-university centre for human rights and democratization about 15 guest lecturers teach on the programme annually. They are eminent foreign scientists and experts. When preparing the curriculum, the involvement of teachers in other education programmes and their teaching load are, due to information of the PFUR, taken into consideration. The scientific content and the educational part of the Master's degree programme is generally managed by the University's full-time staff member having a doctoral degree and/or the title of full professor for the relevant area and at least three years of experience in higher Professional education institutions. The Department also pays great attention to training junior professionals under the Department's post-graduate programmes. Also, the education programme may only be implemented by teachers who have passed competition in accordance with the internal order and been interviewed by the Programme's head and coordinators. The procedure of appoint-*

ing a teacher to the position (on the competitive basis) is performed considering the University's strategic and professional requirements (Order No. 284 of the Ministry of Education and Science of Russia, dated September 15<sup>th</sup>, 2009,). The attestation commission will then decide whether the teacher's qualifications are sufficient for the current position or if the applicant does not qualify for the current position.

Most teachers involved in working within the "Protection of Human Rights" area have great experience in general teaching activities. Most members of the teaching personnel are authors of educational and methodical textbooks, monographs, collective scientific works and articles. On average, the teaching staff produces approximately 90 publications. Within the year members of the staff participate in approximately 50 scientific events including conferences and panel discussions.

As for training, lecturers are, due to PFUR's statement, updated about new developments dealing with subjects taught in the study programme at hand. Teaching staff also actively participates in national and international conferences, forums and round tables. Finally, the lecturers conduct conferences, forums and symposiums in connection with PFUR's own Interuniversity Center for Humanitarian Education in Philosophic Comparatives Studies. Over the last years, most teachers have attended qualification improvement courses such as "Information Technologies in Teaching/Learning Process" or "Methods of Teaching Foreign Students in General and Professionally-Oriented Subjects". Finally, teachers' lessons are being visited by the Departments Head with a subsequent discussion.

Due to PFUR's statement, active intra-University collaboration is promoted, regarding both department-based relations (resulting in collaborative development of teaching aids, common scientific works, joint conferences and round tables) and relation with HEI's administrative bodies. Cooperation within the university units and coordination of programmes and modules is held regularly.

Regular supporting and consulting of students by teachers is, as the HEI claims, an integral part of services provided. Each teacher can be consulted (2 hours per week) on personal matters as well as for individual consulting of those developing their library-research papers, term works and Masters' qualification papers. The Rector of PFUR, the Dean of the Faculty of Humanities and Social Sciences, deputy deans, the Programme Head and the Head of the Department practice weekly reception hours for students to discuss their personal matters.

## Appraisal:

The lecturers have great practical background, but especially above average academic qualifications, which was demonstrated by extensive publications and research. According to the CVs of teaching staff provided by the HEI, a number of lecturers have long-year experience in teaching. In addition, the staff's pedagogical/didactical qualifications are in line with their tasks and have been verified. The reviewer received a table on the integration of teaching competences along with the self documentation, which revealed that the lecturers' teaching loads, in general, meet the established regulation. Appointment procedures are implemented taking account of the strategic and professional requirements of the HEI. Also, regular trainings and further qualification of PFUR's lecturers are implemented.

Regarding internal cooperation, the department regularly hosts joint events. However, it became obvious that the internal cooperation has not been described in detail. Moreover, regular exchange between all lecturers involved does not yet take place structurally. [...]

As affirmed by students of the PFUR during the on site visit, the counselling of students by teaching staff is intensive. Student support and coaching are an integral part of the services provided by the teaching staff and are offered on a regular basis. Emails are answered fairly

quickly. Also, weekly fixed consultation with the Programme Heads, Deans and with the Rector are offered. Where necessary, the students are given support with academic and related issues.

## 4.2 Programme Management

The Programme at hand is directly controlled by the Head of the Department of International Law. The Head arranges, as the PFUR claims, near-term and long-term academic process planning within the Master's programme at hand considering its goals and objectives, while also regularly conducting independent research projects, and participating in research projects and publications. *The Programme Head provides control over the curricula and education programmes, developing necessary academic documents, control over the quality of education process and over objective evaluation of students' progress in their studies and extra-curricular activities, assuring the students' qualifications meeting the requirements of the Federal State Educational Standards. The Programme Head also assists teaching staff in mastering and developing innovation programmes and technologies. He organizes activities aimed at preparing and conducting final attestation. Beyond that, the Programme Head controls students' academic loads, participates in enrolment of students and takes measures for keeping their number at the necessary level, in scheduling lessons and other students' activities. He also makes proposals on improving academic process and managing the institution, participates in selecting and positioning of teaching staff and other employees as well as in arranging the procedures of their qualification improvement. Finally, the programme Head participates in preparing and conducting the attestation of teaching staff and other employees of the institution, participates in developing and supporting the educational institution's teaching resources and is involved in equipping and replenishing libraries and curriculum offices with educational and scientific literature and periodicals.*

*According to PFUR's information, a working plan exists in order to support administrative support as well as decision making processes, skills and responsibilities. The activities are guided by the working plan, by the resolutions of the University's Academic Board and Rectorate, by the resolutions of the Faculty Board of Studies. Students are involved in decision making via students' organizations, such as faculties' student councils, councils of student homes, regional students' organizations, associations of fellow-countrymen, and women's committee. Generally speaking, the main student activities include establishing and developing students' organizations in accordance with PFUR Regulations, promoting the improvement of academic process, scientific work of the University's students, representing PFUR students' interests and protecting them in front of faculties' deaneries and the University's administration. As the PFUR states, great attention is paid to teaching staff completeness and to the quality of their academic and teaching qualifications within the structure of the academic process, considering their involvement into other education programmes.*

*An Advisory Body solely for the study programme at hand does not exist. However, a Council for Humanitarian and Social-Economic Education at the PFUR Academic Council was established in 2005, headed by the PFUR Rector and with the heads of Faculty for Humanities and Social Studies, the Deans of Faculty of Economics, Faculty of Law, and Philological Faculty as well as the heads of the named faculties' departments being its members. Also, a Board of Studies, including the Faculty's Dean, deputy deans, all heads of departments, chair of the primary trade union organization, chair of student committee, chair of student commission for studies quality evaluation of the Faculty, was set up with the aim to determine short-term and long-term prospects within the faculty's activities.*

### Appraisal:

*As the panel came to know, the Head of the department coordinates the activities of everyone involved in the programme and ensure that the programme runs smoothly. As for quality management, the reviewers criticize the process of workload evaluation which is, according to information of the PFUR, part of the Programme Director's responsibilities (see also chapter 5.1).*

*The administration acts as a service provider for students and teaching staff. [...]*

*There is no Advisory Board specifically for the study programme at hand. Even though a Council on department level does exist, the panel holds the view that an Advisory Body, especially in the case of the internationally oriented Master programme at hand, is of great importance, also in terms of quality assurance and development of the contents. [...]*

### 4.3 Cooperation and partnerships

*The Department, due to own information, proactively collaborates with different institutions of the Russian Academy of Sciences. In 2008 PFUR signed a long-term agreement with the Russian-Tajik (Slavic) University. The partnership enabled to implement numerous scientific projects, for instance, within the specialist course "International Humanitarian Law". Moreover, the University cooperates with further numerous institutions such as the Institute of European Studies, Institute of Oriental Studies, Institute of Africa, Institute of Far East, Institute of Economy as well as with a number of leading Russian higher education institutions, such as Lomonosov Moscow State University, Moscow State Institute of International Relations (MGIMO), Diplomatic Academy of the Ministry of Foreign Affairs of the Russian Federation. The activities include among others lecturing, participating in the activities of the State Attestation Commission, conducting of joint conferences. The results are, as the HEI underlines, also used for improving academic process at the PFUR. Representatives of the above academic institutes and higher education institutions are regularly invited to give lectures in the field of international relations and protection of human rights. Cooperations with international academic institutions are executed to establish cooperation in scientific research, educational activities, student exchanges, academic exchanges and with the aim of improving the teaching staff's qualifications. Therefore, professors and lecturers working under the programme give lectures and scientific reports in the partnering universities, such as University of Potsdam (Federal Republic of Germany), Beijing Foreign Studies University (PRC), Bordeaux Institute of Political Studies (France) and other. Also, students in the study programme at hand can optionally spend one or two semesters abroad.*

Within the Master study programme at hand the Department of International Law of the PFUR cooperates with the European Inter-University Center for Human Rights and Democratization (EUIC, Italy), the Office of the High Commissioner for Human Rights (Geneva) and with all University-members of the Venice Consortium. Program lecturers participate in academic exchanges within the Consortium. Program lecturers participate in academic exchanges within the Consortium at visiting professors. Many of them underwent training in the Council of Europe and the UN.

#### Appraisal:

*Talking about cooperations with HEIs and other academic institutions and networks, the reviewers were particularly impressed by the numerous cooperations on both national and international level, resulting in different activities such as lecturer and student exchanges, joint conferences, guest lectures and special events with relevant participating representatives.*

*Likewise, the panel members appreciate the current cooperations of the PFUR in this field. As the panel learned, guest lecturers from the companies participate in conferences and guest lectures. In addition, most of the partner enterprises and organisations offer placements via contracts with the PFUR for PFUR's students.*

## 4.4 Facilities

*In particular, 49 classrooms are used for giving lectures and conducting seminars, with 18 of them being multimedia classrooms. Nine rooms of the latter are networked computer classrooms with necessary software, Internet access, access to various library bases, and extended Computer Park. Moreover, the PFUR houses 3 Wi-Fi access points; 5 linguistic laboratories and an information technology room of the Department of Theory and History of International Relations (15 computers included into local network and connected to the Internet). As the PFUR states, computer classrooms of the Faculty of Humanities and Social Sciences of PFUR can be used, including Internet connection (about 150 computers); 1 recorder, 6 TV sets, 1 video set; 16 multifunction devices, satellite television system, focus-group research room; classrooms for foreign language classes. Also, according to PFUR's own statement, further laboratory and technical equipment is currently being renewed.*

*A research library was established along with the foundation of the University and was reorganized in 2008 into the Teaching/Learning Information Library Center. The Library is always open apart from Saturdays and in the late evening. The Library's stock counts 1,800,000 pieces and is, as the PFUR claims, updated monthly. What is more, the library's stock is made of print and electronic publications of main study and additional literature for general and professional subjects. The electronic catalogue was introduced in 1990. Since 2010, the PFUR Electronic Library System has been providing readers with information and an access to full-text documents. Electronic resources, such as LexisNexis, Polpred.com, Library PressDisplay, Columbia International Affairs Online (CIAO), Springer Open, elibrary.ru, etc. are available to and demanded by both students and teachers. The stock of additional literature, in addition to textbooks, includes official, reference and specialized periodicals for the programme students. The Electronic library system allows individual access for each student from any point, where there is any Internet connection. There are 33 computers in the library rooms – these are fully stocked workstations with all necessary software. The development plan is, as the PFUR states, revised on a regular basis to appropriately meet the needs of education programmes. At least twice a year, the Department's teachers apply for new scientific and educational books considering the students' wishes. The free-access room is equipped with an automated loan station based on RFIT technology.*

*The Teaching/Learning Information Library Center is surrounded by reference rooms with a total of 770 seats. Delivery desks and reading rooms of the Teaching/Learning Information Library Center are located in five buildings of the University. Some rooms are also used for group trainings; three rooms are equipped with multimedia appliances. Wi-Fi is available in the library's rooms and halls.*

### Appraisal:

*In the view of the panel, the number and size of teaching rooms, the equipment of all learning facilities are in line with the needs described for the programme, also taking into account of the use of resources for other programmes. The campus is fully equipped with modern information technology. Free access to a Wi-Fi network is available for students. [...]*

*A library is available. However, the panel members have not received a development plan for the library. [...] Also, literature, journals as well as digital media are geared to the programme contents and are up to date. [...]*

*The library is also open during vacation for a sufficient period. The opening hours and the support service take into account the students' needs. [...]*

## 4.5 Additional Services

*In the University, there is a Centre for promotion of employment of the PFUR students and alumni, which collaborates with over 100 public and business organizations and companies. By representing the PFUR on the labour market and keeping close contacts to a wide range of employers, it is aimed to assist students and alumni in entering the job market. It also informs students and alumni about practical studies, trainings on probation, and vacancies offered by leading employers and conducts among others presentations, workshops, conferences, job fairs together with employers. Psychological consulting at the employment is also offered to students. The center for promoting job selection and employment uses an online resource, the "PFUR Practices and Employment", created for efficient interaction between the PFUR students/alumni and PR departments of employers.*

*According to own information, many alumni stay in touch with their departments, faculties, and professors beyond graduation. For the purpose of contact keeping PFUR Friends Association was established at the University. Its activities are aimed at the University's supporting relations to alumni of different generations, as well as at collaborating with Russian and foreign alumni in various areas, including giving alumni an opportunity to continuously improve their qualifications. The Department for Working with Alumni was established for the coordination of all activities which involve alumni – including alumni and alumni's associations and organizations in the University's scientific, research and goodwill projects.*

*The issues of social development at the University are addressed by a number of divisions, first of all by the Social Development Authority, which mainly focuses on arranging recreation and health resort treatment for the employees and their families, welfare assistance for employees and teaching personnel, issuing social allowances and certificates for employees, teaching staff and students, issuing work incapacity certificates and other. Also, the Student Council, a public authority of self-governing for the University's students, focuses its activities solving the vital problems of college kids, developing their social activities, and supporting social initiatives. One of major functions of the Council is representing and protecting social, labour or other rights and legal interests of students at PFUR. Besides, there are several alternatives for material stimulating students such as academic and social allowances and scholarships.*

### Appraisal:

*Careers advice and a placement service are offered for the students/graduates to promote employability via different ways. Besides offering assistance in entering the job market, the Centre for promotion of employment also keeps students and alumni updated on practical studies, trainings on probation, and vacancies offered by leading employers.*

*An alumni organisation has been set und with the aim of developing an alumni network, with representatives from i.e. the embassy supporting the alumni organization. Also, annual meetings do take place. On the PFUR homepage, one finds an extra section for Alumni with relevant subsequent groups, information on TV contributions and announcement of annual meetings. Contact details of responsible persons are also given on the website. Sufficient (staff) resources are available for this purpose.*

*Additionally, counselling and welfare services are an integral part of the HEI's services and are offered on a regular basis. Students are supported individually and confidentially on all questions associated with daily life.*

## 4.6 Financial planning and financing of programme (Asterisk Criterion)

*A strategic Plan of Development and PFUR faculties institutes and other divisions' development plans has been developed according to own information, and financial planning is performed clearly and in accordance to the named plan. The individual education programme is funded on a centralized basis within the framework of the PFUR general budget that, in its turn, has various revenue items, such as: Aid grants of the Ministry of Education and Science of the Russian Federation (public money), allocated to the University for each PFUR student entering the 1<sup>st</sup> year of study or already studying on the state-subsidized basis – basic (budgetary) funding; earnings from students studying on contractual basis, receipts from academic pursuits and developments performed by the University (various grants, work under business contracts) and earnings from various activities provided for in the PFUR Regulations (supplementary education, further education, providing various educational services). The financial plan is being managed and controlled by faculties' deans or institutes directors. Each programme is funded according to the Cost Estimate for Implementing a Higher Professional Education Programme, adopted by PFUR, on the basis of the following cost components underlying the basic higher Professional education programme implementation:*

- *Teaching staff salaries,*
- *auxiliary educational staff salaries,*
- *administrative & managerial staff salaries,*
- *students' maintenance allowances,*
- *educational materials for opening the programme,*
- *information and library teachware,*
- *IT-support and computer resources for teaching/learning and scientific activities,*
- *upkeep of study rooms, including renovations and community charges and of utilities,*
- *laboratory and other equipment; technical teaching aids,*
- *arranging practical classes and on-the-job trainings,*
- *consumables,*
- *publishing activities,*
- *further training of teaching staff,*
- *upkeep of study rooms and students' homes,*
- *research expenditures,*
- *sports center,*
- *students cultural center,*
- *polyclinic,*
- *communications services,*
- *learning and practice classes,*
- *travelling,*
- *international activities as well as*
- *safety and security.*

### Appraisal:

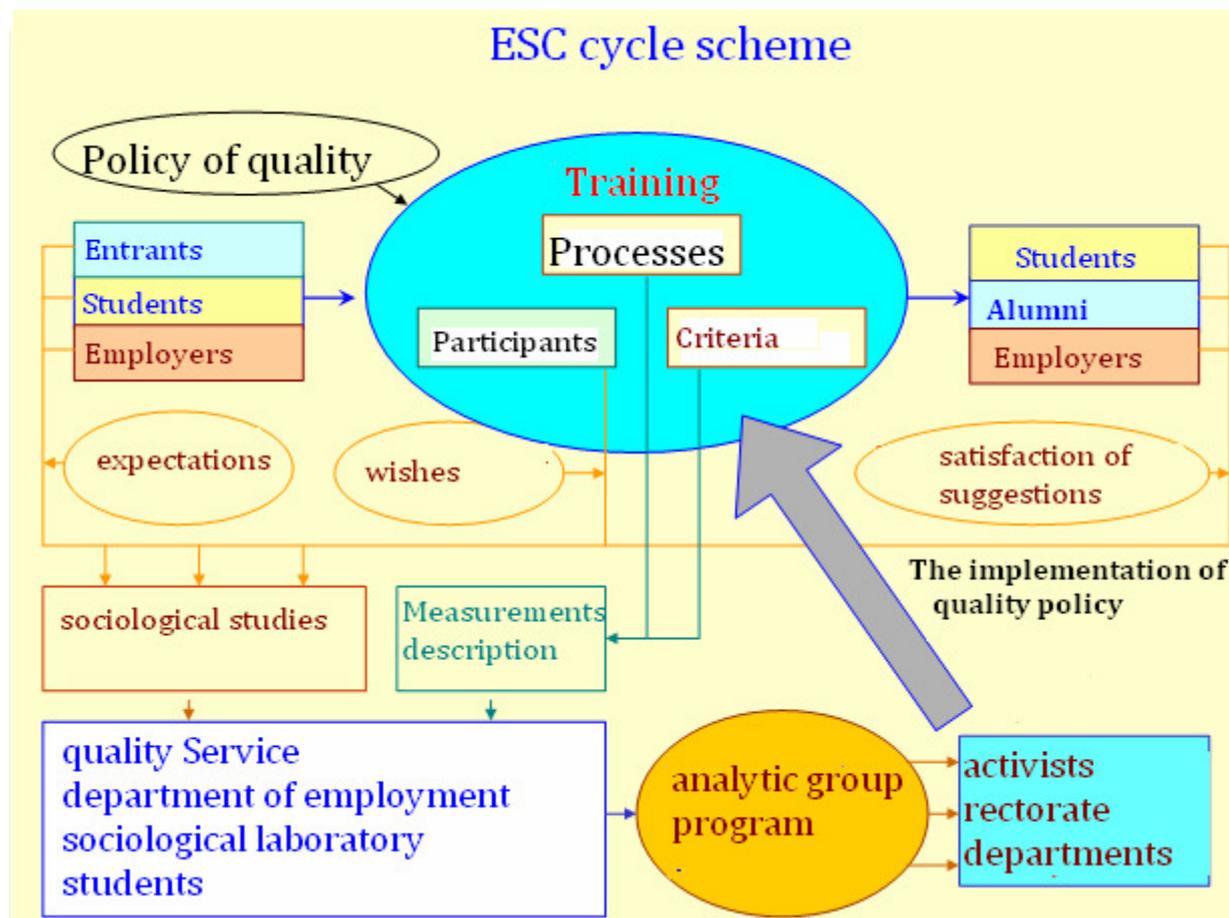
*The HEI has described a short and medium-term financing strategy, which includes a reasonable degree of detail and is transparent. In addition there are agreements concerning the basic funding*

A general budget exists. [...]

## 5. QUALITY ASSURANCE

*According to own information, PFUR activity quality enhancement strategy is set out in "Strategic Plan for PFUR Development for the period until 2012, adopted at the University-wide Conference of PFUR Scientists, Teachers, Staff Members, and Students" of January 31,*

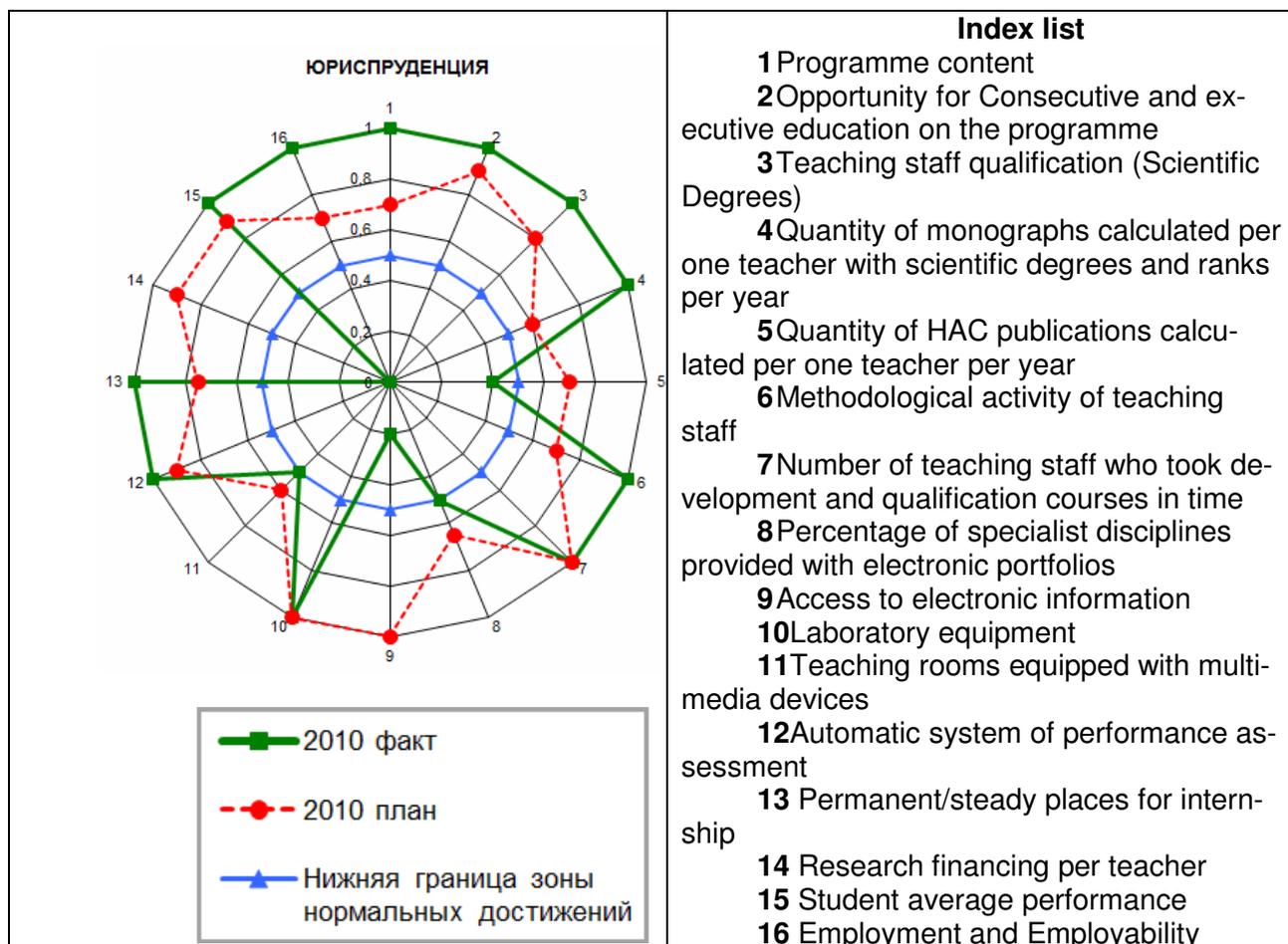
2006. This document defines key activities, their strategic goals, and quality enhancement areas. In addition, the programme at hand is, due to HEI's own information, updated on a yearly basis with consideration of the development of scientific knowledge, technologies and the social sphere. Regulations on the appointment, objectives, structure and functions of the quality system of PFUR ("The Internal Quality Management System"), as approved in 2006, do exist. It includes information on the quality management and its objectives, the questionnaires used, Students Quality Commission as well as the structure of the quality system cycle, which can be illustrated as follows:



1. Monitoring of business processes:
  - a) populate the database from the values of criteria
  - b) case studies
2. data analysis
3. Preparation of strategic and operational plans to ensure quality
4. Taking Action
5. Monitoring at a new level

As for quality management, a system, taking into account both a quality assurance policy and the University development goals, has been introduced. In order to provide control over implementation of PFUR Education Quality Assurance Programme, the Education Quality Department of Educational Policy Directorate annually monitors criteria and analyzes education productivity in each faculty and area of study. The indicators obtained are entered into the database where they are normalized in compliance with established rules. The Data will then be analyzed and used for the creation of strategic and operating plans of quality assurance. Finally, measures will be taken, leading to a new level of monitoring. For each activity of the University, quality parameters and their edge values (indicators) are defined for the period from 2005 to 2012 both for the entire PFUR and for each faculty and institute. Periodic reports on meeting these indicators are discussed at University-wide conferences, where

amendments are made; the results are published as medium-term programmes of PFUR, faculties and institutes development. Measures on the Programme implementation are discussed during the year at the meetings of the Academic Board, Rector's Office, University Management Commission, meetings at the Rector's, Pro-Rectors' briefings. Currently, a new strategic plan for PFUR development for the period until 2016 is being developed. As the PFUR states, its quality management system has been recognized in meeting the requirements of ISO 9001:2008 by AFNOR Certification; IQNet (International Quality Network), and GOST R certification system (Russia).



The assessment of PFUR training quality by students (monitoring of students' satisfaction) is performed on a regular basis by social research, including enquiry of students from all faculties, resulting in reports available at PFUR Education Quality website and accessible to all students, parents, and other interested parties. Also, PFUR attaches great importance to continuous communication with the Student Quality Commission. The Student Commission has been operating at PFUR since 2006, providing among other tasks control over arrangement and quality of training at faculties and institutes of the University, participation in education quality assurance programme development, control over courseware supply, coordination of its activities with the faculty/institute quality service, making proposals to faculties' Education Boards on adding new subjects into the curriculum, informing students on terms of and procedure for compensation for missed classes and passing examinations and providing for assistance to junior students within educational framework. What is more, direct communication of the Rector with the students at regular meetings and via e-mail are, according to PFUR; arranged on a regular basis. Results of the latter meetings are to be found at the Student Commission web page. Finally, regular meetings of Deans (institute directors) and their deputies with faculties' student education quality commissions take place.

*As for quality assurance regarding teaching personnel, PFUR's education quality assessment (teacher satisfaction monitoring) is performed on a regular basis and includes enquiry of teaching staff of all faculties. Reports and comparative studies regarding teachers' quality assurance are published at PFUR Education Quality website and are accessible to all interested parties. Research outcomes and scheduled relevant measures are discussed and approved by the Academic Board of PFUR and faculties' boards of studies.*

*Educational activities regarding the study programme at hand are performed on the basis of a set of legal documents including among others the Russian Federation Law "On Education" dated July 10<sup>th</sup>, 1992 No. 3266-1, Federal law No. 125-FZ dated August 22<sup>nd</sup>, 1996, "On Higher and Post-Graduate Professional Education, Russian Federation Government Order No. 71 dated February 14<sup>th</sup>, 2008, "Guidelines on Approval of Model Regulations on Higher Professional Education Institution" and PFUR Regulations. A Curriculum for the academic year 2011-2012 in the "International Protection of Human Rights" Master's degree programme exists and was approved on July 15<sup>th</sup>, 2011. Requirements for content, volume and structure of the State Final Certification, as well as the requirements for state examinations, are set out in the following PFUR legal documents: Regulations on the course examinations and credits in PFUR and Regulations on the graduation thesis of the Students of Peoples' Friendship University of Russia (Rector's Order No. 856 dated December 8<sup>th</sup>, 2008).*

*Information about activities within the programme is presented in annual reports on executing the Faculties' Development Medium-Term Programmes discussed on the sessions of the University Management Commission, general conference of the University's teaching staff, students and employees; this data is later published and distributed in all PFUR subdivisions. Also, the Department regularly submits documented reports on all activities performed during the academic year, to be published in every academic year's Annual Reports on Scientific and Pedagogical Activities of PFUR. The Annual Reports provide among others general information about the University, academic work, quality of education, scientific work, international activities, social development and extra-curricular activities.*

## **Appraisal:**

*The panel members came to the conclusion that the PFUR has formulated quality targets for the development of programmes and regularly assess their implementation. Its system of quality assurance and development is designed comprehensively so that continuous quality improvement of the institution can be achieved. Also, a quality assurance and development procedure exists, which is used systematically to continuously control and monitor the quality of the programme content, processes and outcomes (quality circle). Teaching staff and students are involved in corresponding committees to plan and assess the quality assurance and development procedures.*

*Evaluation by the students and teachers is carried out on a regular basis and in accordance with a described procedure. An evaluation questionnaire for Master study programme was handed in to the reviewers along with the self documentation. The reviewers are on the one hand particularly impressed by the numerous questions in both the questionnaire for students and for teachers. On the other hand, the essential questions only ask for general answers. I.e. students are asked if they are satisfied with their current schedule of classes (with no specification), how they rate the quality of scheduling classes for the current semester etc. Neither course-related nor overall workload is being assessed in the students' questionnaire. Also, as the reviewers have come to know, monitoring results are only communicated to the Head of chairs, but not to students, especially information regarding lecturers' performance.*

[...]

*Alumni and organizations are involved in the quality circle, even though more in an informal way. [...]*

*As for the description of the programme content, the panel states that the programme is described in detail and the description is constantly updated. The documentation is available to interested parties, both in hard copy and electronic form, and it ensures a high level of transparency. Also, the activities which take place during the academic year are continuously documented and published in an annual report. Active press relations work is carried out.*

