STUDY PROGRAMME ACCREDITATION

GLOBAL SECURITY AND DEVELOPMENT COOPERATION

FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION OF HIGHER EDUCATION «PEOPLES» FRIENDSHIP UNIVERSITY OF RUSSIA

~RUDN UNIVERSITY~

REPORT

16/12/2020

PROGRAMME	**MASTER´S DEGREE IN GLOBAL SECURITY AND DEVELOPMENT COOPERATION**
UNIVERSITY	**RUDN UNIVERSITY (RUSSIA)**
CENTRE	**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**
VISIT DATE	**November 30, 2020 and December 3, 2020**

The Aragon Agency for Quality Assurance and Strategic Foresight in Higher Education (ACPUA) has carried out the assessment for the accreditation of this programme under a partnership agreement with Agency for Quality Assurance in Higher Education and Career Development (AKKORK).

After studying the corresponding self-evaluation report and carried out a virtual site visit (due to the situation created by the global pandemic), a draft report was sent to the University with the provisional result of the evaluation.

After the deadline without any allegations having been made to the draft report, this final evaluation report is issued.

This report has followed the European Standards and Guidelines (ESG), compliance with which has been accredited by ACPUA, as it is an agency registered in the European Register (EQAR).

The visit to the programme has been carried out in accordance with the *ACPUA Guide of action for virtual visits* approved by the Commission of Evaluation, Certification and Accreditation of the ACPUA and published on the Agency's website.

The panel of international experts (included in Annex I of this report) issues the following draft report, giving the university 10 days to make the allegations it deems appropriate.

KEY ASPECTS OF THE PROGRAMME

COMMENDATIONS

- This panel of experts wants to begin by highlighting the high level of commitment shown by all the actors involved in the development of the program with this evaluation process. The high participation in the virtual visit of both coordinators and academic staff, as well as students, and graduates and employers, together with their active predisposition to offer useful information, favors the development of this evaluation and represents the best guarantee of the achievement of the proposed objectives by the University when launching this program.

- In relation to the above, the high level of satisfaction shown during the virtual visit by all the sectors concerned should be highlighted. This circumstance represents a remarkable element of strength that guarantees the high level of the program.

- One of the most outstanding strengths, and highlighted by students and employers in the virtual visit, is the high academic and pedagogical training of the academic staff. In this regard, students particularly point out the willingness of teachers to help them in any of the issues related to the development of the program.

- Teaching coordination mechanisms are also highly valued. In support of this conclusion, the satisfaction expressed by the students can be pointed out in the sense that this teaching coordination is materialized in that the program has a coherent development that facilitates its understanding by the students from the beginning.

- The program successfully solves the problems posed by such an internationalized environment. The difficulties that result from the vast majority of students being foreigners, coming from countries with very different legal traditions and cultures, are overcome through a multicultural approach that takes that diversity into account. The result is that foreign students, thanks to this help, can take advantage of the program from the beginning.

- Finally, without the prejudice of some modification in terms of accessible information – as stated below –, the design of the IQAS should be highlighted since it integrates all the actors involved in the program. In this sense, employers can be mentioned, whose proposals are part of the set of issues that are considered for the improvement of the Master.

- Accessibility and up-to-date information on academic regulations allows students to be properly informed about a central issue in their study program.

RECOMMENDATIONS

- Although the overall opinion of the program is very positive, there are several recommendations that this panel considers that they can be made to the coordinators. The first is related to the information available. Accessible information

is limited and there is no access to various important program issues, the diagrams provided were not particularly detailed or elucidatory. However, there have been surveys (results provided mostly in Russian) gauging the attitudes of, and soliciting feedback from, the teaching staff, students (both programme- and discipline-related surveys), alumni, and employers. I should qualify this, though, by saying that the results of some surveys are based on a rather small number of respondents (10 alumni over the course of four years and 5 employers in relevant questionnaires) - for this, however, explanations are given. Overall, in the survey results submitted, the Department analyses the findings and proposes future steps for improvement and for addressing relevant issues (to a greater or lesser extent). This lack is especially visible in relation to the availability of this information in English. This recommendation is especially relevant in a program aimed at foreign students. The fact that both students and, candidates from other countries can access this information can be considered a positive element in terms of attracting these candidates. To solve this problem, it is considered that it would be very useful to improve the webpage of the RUDN or to create a dedicated brand-new English-language webpage for this programme, which would include all the necessary information that is already there - plus latest news, student testimonials and student satisfaction results, how the Dept have acted on student (and other) suggestions for improvement in the past, profiles of the teaching staff, info on internships and more on careers (maybe with testimonials), types of instruction, forms of assessment and assessment criteria, a link to library services, and a link to the admissions page for prospective foreign students. Plus, it is advisable to have a professional translator edit and proofread the programme webpage, and identify and correct any English language-related errors.

- In another vein, there is a certain imbalance between the two dimensions of the program, Global Security on the one hand and Development Cooperation on the other. The second seems to have less attention and the approach to it seems to be made in terms of a factor that affects global security. A certain reorientation of the program could be considered in the sense of introducing certain content focused on cooperation policies, although without this implying abandoning the attention that is currently paid to security questions.

- Furthermore, although the program proposes a framework for collaboration with a broad set of academic institutions, companies, and public or private institutions, it would be advisable to extend this collaboration to include intergovernmental organizations of a multilateral nature, especially those present in Moscow or that offer this possibility of collaboration with academic institutions, such as the European Union, the United Nations or the Council of Europe, the Commonwealth of Independent States and the non-profit sector (NGOs). Offering to the students the

possibility of internships in these institutions would complement the table of alternatives that they have at their disposal in this regard.

- Lastly, during the virtual visit, employers raised the possibility of considering involving more employers in the field of development cooperation in the program. This circumstance would help to achieve a balance between the two dimensions of the program -global security and development cooperation- referred to previously.

EVALUATION CRITERION

DIMENSION 1. DEGREE MANAGEMENT
Criterion 1. ORGANISATION AND DEVELOPMENT
The training programme is up to date and has been implemented in accordance with the conditions set out in the verified report and/or its subsequent amendments.

1.1	The **implementation** of the curriculum and the **organisation** of the programme are consistent with the competency profile and objectives of the degree set out in the verification report and/or its subsequent amendments.	B. Achieved
1.2	The defined graduation profile (and its deployment in the curriculum) maintains its **relevance** and is **updated** according to the requirements of its academic, scientific or professional environment.	B. Achieved
1.3	The degree has **mechanisms for teacher coordination** (horizontal and vertical articulation between the different subjects) that allow both an adequate allocation of the student's workload and adequate time planning, ensuring the acquisition of the learning results.	A. Passed with excellence
1.4	The admission criteria applied allow students to have the appropriate entry profile to begin these studies and their application respects the **number of places offered** in the verified report.	B. Achieved
1.5	The application of the different **academic regulations** is carried out in an appropriate manner and allows the values of academic performance indicators to be improved.	A. Passed with excellence

Evaluation criterion 1: B. Achieved

1.1.- The implementation of the degree is consistent with the curriculum, as the objectives and competency profile of the degree have been developed. Teaching guides for all subjects are available and the contents are relevant to the subjects to be developed. Teaching guides should more broadly develop specific competencies, skills and learning outcomes.

1.2. Working meetings are held regularly with representatives of recruitment agencies that collaborate with the University. In addition, the content of the different courses of the Master is based on the needs of the specific job market that interests students.

1.3. The mechanism for teacher coordination can be considered adequate. Collaborative tools in place between teachers ensure that the workload for students is distributed equally. In addition, coherence in the development of the program is also ensured and repetitions and duplications are avoided. These positive conclusions were confirmed by the students during the virtual visit.

1.4. Information on the entry profile and access requirements are public and accessible, they are standardized and detailed. The entry profile of the students of the degree is consistent with that provided in the curriculum, the objectives and the competency profile of the

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degree. Among admission requirements, two of them are specially highlighted: the first is an entrance exam, whose content is posted on the website and comprises those basic notions that are required to adequately follow this Master's program; the second one is a test in English, which responds to the fact that the Program is developed in English. The procedure for students' admission, which is regulated by the Rules for admission to the master's program at RUDN University, is supervised by the Admission committee which guarantees the competitive selection at the faculty.

1.5.- Information about academic regulations of both the University itself and the national authorities, is published, being easily accessible and updated. This information is well structured in different sections and special situations are contemplated, including reference to students with disabilities. The various dedication regimes are also reported. Credit recognition and transfer regulations are also available. Furthermore, academic regulation is carried out in an appropriate manner in order to improve current results.

Criterion 2. INFORMATION AND TRANSPARENCY

The institution has mechanisms to adequately communicate to all stakeholders the characteristics of the programme and the processes that guarantee its quality.

2.1	Diploma holders publish **appropriate and up-to-date information** on the characteristics of the training programme, its development and its results, both in terms of monitoring and accreditation.	C. Partially achieved
2.2	The **information needed** for decision-making by potential students interested in the degree and other stakeholders in the national and international university system is **easily accessible.**	B. Achieved
2.3	Students enrolled in the degree have timely access to relevant information on the **curriculum** and **expected learning results**.	C. Partially achieved

Evaluation criterion 2: C. Partially achieved

2.1: Although the institutional website contains a great deal of general and specific information in Russian regarding this programme, it is essential that this information is regularly updated to guarantee its relevance and also expanded to make further information available on aspects such as: programme objectives, graduate profile/employment opportunities, subject learning outcomes, teaching staff, programme indicators, external internship opportunities.

2.1: It would be positive to observe further hard evidence of the outputs of the quality assurance system on a programme level: action plans, objectives, indicators, survey results, graduate employment data etc. It is essential that the majority of this information be made available to stakeholders – students, lecturers, employers, external reviewers, society in general etc. via appropriate channels including the institutional website, in accordance with the European Standards and Guidelines.

2.2: Given the level of internationalisation of RUDN as a whole and the international nature of this programme, particular attention should be paid to the adequacy and scope of information available in English (aimed at international candidates/students and international universities).

2.2: In order to attract international students, web-based information should not only be standard information translated into English but also specific information for international candidates: life in Russia, accommodation, support mechanisms for international students etc.

2.3: Information is available on the curriculum and course content although specific programme objectives should be included as should learning objectives for each subject.

Criterion 3. INTERNAL QUALITY ASSURANCE SYSTEM (IQAS)

The institution has an internal quality assurance system formally established and implemented that effectively ensures the continuous improvement of the degree.

3.1	The IQAS implemented and regularly reviewed ensures the **continuous collection and analysis of information and relevant results** for the effective management of the diploma, in particular learning results and stakeholder satisfaction.	A. Passed with excellence
3.2	The implemented IQAS **facilitates** the process of monitoring, modifying and accrediting the degree and guarantees its continuous improvement based on the **analysis** of objective and **verifiable** data.	B. Achieved
3.3	The implemented IQAS has procedures that facilitate the **evaluation and improvement of the quality** of **the teaching-learning** process.	B. Achieved

Evaluation criterion 3: B. Achieved

3.1: RUDN has a robust and complete quality assurance system designed and implemented in accordance with the European Standards and Guidelines (2015). The system provides for interaction with stakeholders and mechanisms to collect their opinions.

3.1: Leadership of the system is clearly a responsibility of the senior management of the university and the system is deployed down through the organisation to specific programme level where programme leaders coordinate the implantation of institutional guidelines.

3.1: Student representatives have an annual meeting with the Rector's office to discuss student satisfaction with their programmes, a sign of open dialogue and fluid communication between stakeholders and university management.

3.2: As well as surveys, the institution (and programme) also uses face-to-face tools – meetings, round-tables, interviews – to encourage dialogue with and collect information from stakeholders such as students, lecturers, graduates and employers in order to formulate improvements to the programme.

3.2: The programme leaders are responsible for analysing outputs from the quality assurance system. Stakeholders have confirmed that improvements have been implemented in the programme although the panel has seen no evidence of traceability (meeting minutes, survey results, etc.) of these actions back to the quality assurance system. Although the Russian expert on the panel did have access to information in Russian afterwards, as indicated at the beginning of this evaluation report.

3.3: Although no hard evidence has been provided, programme lecturers have confirmed that through regular meetings improvements are proposed to teaching, learning and assessment methodologies. Likewise, students are able to put forward suggestions both informally, through direct dialogue with the teaching staff, and formally through the mechanisms defined by the quality assurance system.

DIMENSION 2. RESOURCES

Criterion 4. ACADEMIC STAFF

The academic staff that is teaching is sufficient and adequate, according to the characteristics of the degree and the number of students.

4.1	The academic staff of the degree meet the level of **academic qualification** required for the degree and have adequate **teaching and research experience and quality.**	B. Achieved
4.2	The academic staff is **sufficient** and has **adequate dedication** for the development of their functions and to assist the students.	A. Passed with excellence
4.3	The teaching staff is updated in such a way that, taking into account the characteristics of the degree, they can approach the **teaching-learning** process in an appropriate manner.	B. Achieved
4.4	(Where applicable) The university has implemented the **commitments** included in the verification report and the **recommendations** defined in the verification reports, authorisation, where applicable, and monitoring of the degree relating to the hiring and improvement of the teaching and research qualifications of the teaching staff.	NA - Not Applicable

Evaluation criterion 4: B. Achieved

4.1. The academic staff of the degree has an academic qualification according to the specialization requirements pursued by the evaluated degree. In particular, they have a high scientific training (as evidenced by their academic degrees, titles and the number of scientific publications according to the self-assessment report), and also have above average experience and use it in their teaching activities.

4.2. The academic staff in charge of the program is sufficient, indicating that the presence of full-time staff is combined with part-time workers. But in any case, the dedication of the academic staff is sufficient to ensure the fullfilment of practical requirements and allows for updates. Of the 19 teachers providing training in the disciplines of the professional cycle, 18 have a degree (3 professors and 10 associate professors and 4 senior teachers and 1 assistant).

4.3. The University has an innovation plan and develops a didactic training program for the academic staff that ensures that the program's professors receive up-to-date training for the proper development of their teaching activity. More specifically, teachers undergo specialized training, which is mandatory at least once every five years. They are learning new teaching methods related to the development of information and communication technologies. In addition, teachers take an active part in the work of international, all-Russian, interuniversity conferences, forums, and round tables, conducted both at the RUDN University and outside it. Plus, they take online courses in relevant disciplines/subjects and undergo further English-language training (essential for an all-English programme like this one).

Criterion 5. SUPPORT STAFF, MATERIAL RESOURCES AND SERVICES

The support staff, material resources and services made available for the development of the degree are adequate according to the nature, modality of the degree, number of students enrolled and skills to be acquired by them.

5.1	The **support staff** involved in the training activities is sufficient and adequately supports the teaching activity of the academic staff associated to the degree.	B. Achieved
5.2	The **material resources** (classrooms and their equipment, work and study spaces, laboratories, workshops and experimental spaces, libraries, etc.) are adapted to the number of students and the training activities programmed in the degree.	B. Achieved
5.3	In the case of **distance/semi-presential** learning degrees, the technological infrastructure and associated teaching materials allow for the development of training activities and the acquisition of the skills of the degree.	B. Achieved
5.4	The academic, vocational and mobility **support and guidance services** made available to students upon enrolment are tailored to the skills and modality of the degree and facilitate the teaching-learning process.	B. Achieved
5.5	In the event that the degree provides for the performance of **external internships**, these have been planned as that foreseen and are suitable for the acquisition of the skills of the degree.	B. Achieved
5.6	The university has made effective the **commitments** included in the verification report and the **recommendations** defined in the verification, authorisation, if any, and degree follow-up reports regarding the support personnel participating in the training activities, the material resources, and the degree support services.	NA - Not Applicable

Evaluation criterion 5: B. Achieved

5.1. The support staff seems sufficient, including such matters as general management of scientific content, which is handled by a full-time person with a Ph.D. degree and the rank of professor. To this is added that the direct management of students is developed by managers with scientific degree and academic rank.

5.2.- The educational process in the framework of the program is provided with the material and technical base, which allows the development of all types of classes properly. The number of classrooms corresponds to the contingent of students and annually the classroom fund is modernized (by promoting innovative teaching technologies). In addition, the library fund of the program is equipped with printed and electronic publications of the main educational and scientific literature on disciplines. Related to this, in 2018, an archive of open access for publications of the authors of PFUR.

5.3. The Master is developed in face-to-face mode, with the obligation to attend classes. However, during the Coronavirus period, the training program has been developed through online modalities. The self-report provides information on the platform used, the technology used and the teaching materials used to replace face-to-face teaching activity.

5.4.- Support and counselling for students is an integral part of the services provided by the faculty on a regular basis. This is designed to help students learn effectively on the program.

Several support and guidance services may be highlighted. In particular, services related to the participation of students in the Erasmus + program of the European Union; guidance services for people with disabilities (in this sense, there are specific conditions of admission and education for people with disabilities in RUDN); career counselling and placement service; student counselling service, alumni activities, etc.

Students are given research and academic writing support by their tutors/instructors (including in preparation for conferences). As a result, student papers can be guided towards publication in journals.

5.5. The Master has the possibility of external internships that seem very appropriate to the training objectives of the program and contribute to the acquisition of the skills of this program. In addition to the possibility of doing internships in Embassies and consulates of the Russian Federation abroad, as well as the different national Research Institutes; students can benefit from exchange programs with various academic institutions in France, Spain, China or Germany. However, and given the scope of activity to which this program is directed, it would be advisable to include the possibility that these external internships can also be carried out within the framework of multilateral intergovernmental organizations, especially those that have a delegation or office in Moscow or they offer those kinds of activities. In this sense, the European Union, the Council of Europe, the United Nations specialized agencies and Commonwealth of Independent States (CIS) are interesting institutions to sign a collaboration agreement with.

DIMENSION 3. RESULTS
Criterion 6. LEARNING RESULTS
The learning results achieved by the graduates are consistent with the graduation profile and correspond to the academic level of the degree.

6.1	The **training activities**, their **teaching methodologies** and the **evaluation systems** used are appropriate and reasonably consistent with the objective of acquiring the intended learning results.	B. Achieved
6.2	The **learning results achieved** meet the objectives of the training programme and are appropriate to the corresponding academic level.	A. Passed with excellence

Evaluation criterion 6: A. Passed with excellence

6.1. The design of training activities, teaching methodologies and evaluation systems are appropriate to the objectives proposed by the degree. The learning results achieved in the revised subjects correspond to those provided for in the training program implemented and consistent with the egress profile of the program. The teaching methodology, combining lectures and practical classes, in addition to the possibility of complementary training, by means of, for example, internships in national and foreign academic institutions, as well as in other institutions, is adequate to achieve the proposed training objectives. In addition, all the disciplines of the program are closely interconnected and built in such a way that the student first receives deep theoretical knowledge, and then specialized.

The information about the evaluation systems is limited, which makes it difficult to know whether they are adequate and reasonably consistent with the objective of acquiring the intended learning results. So, the summary of the curriculum only indicates that an "exam" is taken in most subjects, however, there is a list of questions for the final state exam, as well as a description of requirements and assessment criteria for passing one's Master's thesis, plus a general description of grades and what they stand for.

6.2: Initial academic objectives and learning expectations are being met in the case of students currently enrolled on the programme and have been met in the case of graduates and the academic level attained is adequate for a Master's programme within the European qualifications' framework.

6.2: Likewise, graduates and, in some cases, current students are finding employment relevant to their postgraduate studies both in the education and business sectors and the civil service.

6.2: Employers speak highly of the competencies of the graduates of the programme and of the need for this type of balanced academic and professional profile within their own field.

Criterion 7. SATISFACTION AND PERFORMANCE INDICATORS

The results of the indicators of the training programme are consistent with the design, management and resources made available for the degree and satisfy the social demands of their environment.

7.1	The **evolution of the main data and indicators of the degree** (number of new students per academic year, graduation rate, drop-out rate, efficiency rate, performance rate and success rate) is appropriate, according to the thematic area and environment in which the degree is inserted and is consistent with the characteristics of the new students.	C. Partially achieved
7.2	The **satisfaction** of the students, faculty, graduates and other stakeholders is adequate.	C. Partially achieved
7.3	The values of the indicators of **labour market insertion** of the graduates of the degree are appropriate to the socio-economic and professional context of the degree.	B. Achieved

Evaluation criterion 7: C. Partially achieved

7.1. The results of the indicators of the training program are generic and there are no precise data in English regarding the evolution of the number of students. However, this panel has had access to a spreadsheet in Russian from RUDN with statistics on students from 2011 to 2019. Moreover, this information is only accessible for those who are currently following the program (15 the first year and 16 the second). In any case, these numbers of participants, in addition to the high internationalization of 70% of students, indicate the attractiveness of a fairly recent degree, since it was launched in 2011. Furthermore, the level of success seems high in view of the position of the Master's students, 100 of whom, according to the evidence, occupy positions of the highest responsibility (Prime Ministers, Ministers, management of large companies, ...). To this is added that the final average grade obtained by the students is high, around 80%.

7.2. There are no evidences in English available on the University website about the satisfaction of professors, students, graduates and employers. In this sense, the Self-Evaluation report only states some indicators and instruments, but any result is indicated. Furthermore, as already noted above, the data resulting from the IQAS in this regard are not accessible in English. However, the Self-Evaluation report itself allows to deduce a high level of satisfaction of all the stakeholders concerned about the development and results of the program and this positive conclusion was confirmed by each of the sectors involved (students, graduates and employers) during the virtual visit. The information provided in addition after the visit is complete and it would be desirable for IQAS reports and indicators to be accessible on the university website and in English.

7.3. Although there does not appear to be any detailed analysis of the level of labor market insertion of the graduates of the program; the Self-Evaluation report offers positive figures in this regard. It is noted that there is between 80 and 90% of employment of graduates of the program, which is associated with the university's awareness of its position in the

education market, the real definition of its competitive advantages, and a change in attitude to the learning process, both on the part of students and teaching staff.

In 2019, a survey of employers was conducted, within the framework of which the main wishes of employers were identified in relation to the competencies formed by potential applicants. It should be noted that, according to the survey, applied skills are in great demand among employers.

The chair of the international expert panel

Professor Sergio Salinas

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Página 15

INTERNATIONAL EXPERT PANEL

Sergio SALINAS (Chair): Professor for International Law and International Relations at the University of Zaragoza, where he directs the Office for Cooperation since 2016. Former director of the Office for the Quality of Teaching at the University of Zaragoza. Graduated from The Hague Academy of International Law. Visiting researcher at SOAS (U. of London) and at IREDIES (U. Paris 1 Panthéon-Sorbonne).

Juan Carlos GAVARA (Academic Staff): Law Professor at the Universitat Autònoma de Barcelona (UAB). Former director of the Department for Public Law and Political Sciences (UAB). Graduated in European Studies from the Universität des Saarlandes (Germany). Member of the national evaluation Committee for accreditation of study programmes at ANECA.

Yulia KISELEVA (Academic Staff): Ph.D. Candidate in International Relations, War Studies Department, King's College London, University of London, Great Britain; Teaching Fellow, Moscow School of Social and Economic Sciences, Faculty of Political Science; Teaching Fellow, Russian Academy of National Economy and Public Administration under the President of the Russian Federation, Institute of Social Sciences; Speaker at International Conferences as BISA, ISA, IPSA, MPSA, etc.

Elena DE MIER (Practitioner): Coordinator of the partnership Agencia Española de Cooperación Internacional para el Desarrollo (AECD) – Fundación ACS (Madrid) since 2013. Participant in the Programme Tandem – Coopération Culturelle France - Rwanda. She holds an M. Arch. and a Master Degree in Development Cooperation from Universidad Politécnica de Madrid (UPM). Member of the ACPUA review panel for certification of universities "Agenda 2030" (ALCAEUS Programme for the implementation of the UN Sustainable Development Goals in higher education).

Gabriel LOZANO (Student member): Ph. D. at the Department of Business Sciences, University of Murcia. He holds a Law Degree, a Business Administration Degree, an Economics Degree, and a MBA Degree. He has been honored as the Best Student. Member of the Board of Directors (representative of students) at the University of Murcia.

AGENDA – VIRTUAL VISIT

Date: 30/11/2020

7:30-7:45: Checking the stability of internet connection

7:45-8:00: Internal meeting of the expert panel

8:00-9:15: Institutional presentation for all panels. Meeting with representatives of the university management and quality assurance department.

- Vorobyova Aaexandra, Head of the Department of Educational Policy.
- Podolko Pavel, Director of the Department for Quality Assurance of Educational Programs.
- Lyubkina Tatyana, Head of the Education Quality Management Sector.

- Ismagilova Anastasia, Specialist in Educational and Methodological Work and Quality of Education.
- Timur Usmanov, Department of Organization of Practices and Employment of Students.

DATE: 03/12/2020

9:00-9:15: Checking the stability of internet connection

9:15-10:00: Coordinators

- Denis Degterev. Head of the Department of International Theory and History, Programme Head.
- Andrey Belchenko. Deputy Dean for Educational Work of the Department and of the Programme.
- Vasily Petrov. Deputy Dean for Scientific Activities of the Department and of the Programme.
- Svetlana Bokeria. Programme Coordinator.
- Alexey Butorov. Responsible for Programme Practice.
- Nikita Kuklin. Responsible for R&D and Interaction with Scientific Administration of the Programme.
- Natalia Ivkina. Deputy of Department of Theory and History of International, Deputy of Programme Head.

10:00-10:15: Internal meeting of the expert panel

10:15-10:30: Checking the stability of internet connection

10:30-11:30: Teaching Staff

- Oksana Morgunova. Associate Professor, Department of Theory and History of International Relations, PhD, University of Edinburgh.
- Medina Gonzales Vinisio Xavier. Assistant of the Department of Theory and History of International Relations.
- Irina Shiriyazdanova. Senior Lecturer of the Department of Theory and History of International Relations, Leading Specialist of References of the President of the Russian Federation (on The Right of Management), Administration of the President of the Russian Federation.
- Arkady Eremin. Senior Lecturer of the Department of Theory and History of International Relations.
- Vladimir Yurtaev. Professor of the Department of Theory and History of International Relations.
- Elena Savicheva. Associate Professor of the Department of Theory and History of International Relations.
- Anastasia Zabella. Senior Lecturer of the Department of Theory and History of International Relations.

11.30-11:45: Internal meeting of the expert panel

11:45-12:00: Checking the stability of internet connection

12:00-12:45: Meeting with students and graduates of the programme

Students (1-2 Years)

- Gracham Kimberly Aborkumakh. 1 Year of Study.
- Lotiko Girentan Freedom. 1 Year of Study.
- Andrey Pavlov. 2 Year of Study.
- Azure Alfahresa. 2 Year of Study.
- Tegenu Dibora Alemaekhu. 2 Year Of Study.

Graduates

- Adebayo Cafilat Motunrayo. 2017.
- Amuhaya Clair Ayuma. 2017.
- Murillo Cuenca Luis Arturo. 2020.
- Idahosa Stefen Osacherumwen. 2017.

12:45-13:00: Internal meeting of the expert panel

13:00-14:00: Lunch time

14:00-14:15: Checking the stability of internet connection

14:15-15:00: Meeting with Employers

- Grisha Gabrielyan. Russia Today Correspondent.
- Maria Mamaeva. Hr, Embassy of The Federal Republic of Somalia.
- Tafotier Deffo Jerry Rowlings. Head of Department of Political Science, Cocody University International.
- Ghonimi Nabil Mohamed Abdelgawwad. Employee, Representation of the Arabian States League in the Russian Federation.
- Tatiana Semenenko. Fgbuk All-Russian State Library of Foreign Literature Im. M.I. Rudomino, Head of The Cultural Center "Frankoteka". International Cultural Center.

15:00-15:30: Internal meeting of the expert panel

15:30-15:45: Checking the stability of internet connection

15:45-16:15: Open Session

16:15-17:15: Internal meeting of the expert panel

17:15-17:30: Checking the stability of internet connection

17:30-18:15: Final meeting with programme coordinators

- Vladimir Tsvyk. Dean of the Faculty of Humanities and Social Sciences, Head of the Departament of Ethics, Doctor of Philosophical Sciences, Professor.
- Denis Degterev. Head of the Department of International Theory and History, Programme Head.
- Andrey Belchenko. Deputy Dean for Educational Work of the Department and of the Programme.
- Svetlana Bokeria. Programme Coordinator.

18:15-18:30: Internal meeting of the expert panel