

Form of Reviewer's Report SUMMARY

of the Agency for Higher Education Quality Assurance and Career Development Reviewer's report on the audit results of
 _____ «_____» **basic educational program** _____ «_____» **direction provided by**
 «_____»

No	Section	Section description	Size, pages.
1.	The compliance of the structure and content of specialist's training with the requirements of the competence model.	A list of educational levels, basic educational programs, post-graduate and additional professional programs provided in accordance with students' majors is given. The competence model accepted by the HEI as a basis for a basic educational program working out process. When analyzing educational curricula on specialist training the following points are considered: the sequence and duration of the studied subjects; summary data on time budget; practical training organization, course papers and theses; the compliance of general professional, special and specialist subject cycles with the specialty. Students' abilities to form individual academic trajectories are assessed (the selection of subjects, necessary tutorials). The participation of external experts (including employers) in the working out, approval, and revision of academic programs procedures. The compliance of the structure and content of specialist training with the requirements of the competence model is assessed; the possibilities to form graduates' universal, specialist, socio-personal competences sufficient enough for successful performance in the chosen field of professional activity, social mobility and relevance in the labor market are assessed. A conclusion is made about the sufficiency (or insufficiency) of a specialist training structure	3

		and content to perform educational tasks approved by the HEI.	
2.	Teaching, instruction and diagnostics of students' competence levels.	The analysis is given on the compliance of principles and organization of teaching and learning, student academic performance assessment criteria with the competence model chosen by the HEI. The following points are considered: basic types of classes, educational technologies and active methods of education applied in the process of education; organization and forms of individual work; topics of course papers and theses; practical training. The compliance of the formed levels of competences with the functional tasks to the implementation of which graduate training leads is analyzed. The compliance of current, intermediate, and final control organization with the competence model is defined (the attention is paid to academic performance results rather than the process of education). The reliability of methods for controlling students' real academic achievements is assessed.	3
3.	Students' professional competences and their marketability.	The organization and implementation of pre-school training, career guidance, applicant work monitoring, motivation of staff for career guidance are analyzed. Forms of entrance exams for state funded admission and paid tuition, admission, competition are considered. The assessment of students' competences is carried out in accordance with the results of the intermediate control (statistics is given), course paper defense, as well as in the process of self- and attestation examination. There also viewed: the availability (absence) of distinct, earlier published criteria of student academic performance assessment; the participation of external examiners in intermediate control procedures. The results of the final attestation are viewed; the results of the thesis defense are compared with the results of the state exam and intermediate control. The analysis of students' relevance in the labor market as a final assessment of graduates' final competences. Consumers' references on graduates, prom actions. Data on the number of graduates registered at job agencies. The HEI activity on graduates' employment and professional adaptation. A final statement on graduates' level of universal and specialist competences.	3

4.	The formation of students' socio-personal competences.	The analysis of a student's socio-personal competence formation in the process of HEI pedagogical activity. The development of student self-government, the participation of students in the work of nongovernmental organizations, sport and creative clubs, student scientific societies. The organization and effective student-lecturer interaction, tutorial availability. The availability of tutors informally interacting with students, aiming at increasing students' motivation to studies, and developing their personal qualities. The cooperation of the tutor system with the student self-government system. The assessment of reliability, accuracy, and completeness of the information given to students about the HEI, Chairs, programs, and the level of their competences. The availability of a complex program on the HEI social development, HEI and Chair support of unprivileged students. The effectiveness of the HEI activity on student employment.	3
5.	The compliance of educational resources with the modern requirements and the set educational objectives	The compliance of the information and methodological resources (for the program as well as for each subject included into) available at the Chair with the present day requirements of education and the anticipated aims of education is analyzed. The criteria used by the HEI to prove the compliance are mentioned. The availability of library resources, digital educational resources (data banks, e-textbooks, teaching and control computer programs), Internet academic resources, educational and methodological materials in specialties and subjects (on paper and digital data carriers), technical educational resources is considered. The application of distant educational technologies, the creation and development of the e-learning system is mentioned. The availability of HEI information and technological resources for classes and students' individual work is analyzed. The HEI and Chair ability to provide senior year students with an opportunity to efficiently exchange data with Russian and foreign HEIs, enterprises, organizations is considered. The availability (absence) of up-to-date equipment necessary for students' professional competence formation as well as for laboratory classes, disciplinary and interdisciplinary training, practical and research work meeting the anticipated aims of education is assessed.	3

		Students' needs and opinions consideration in the educational and methodological material working out process (examples). The availability of sufficient financial and material resources to maintain and expand educational resources of the program. The HEI plans on the development and improvement of the educational resources to increase the quality of education.	
6.	Staff quality assurance.	Chair teaching staff (permanent staff, moonlighters, Doctors, PhDs).The number of teaching staff for general professional and special disciplines (permanent staff, moonlighters, Doctors, PhDs). The availability of procedures assuring that the competence and qualification of the teaching staff is sufficient enough to provide educational services. The compliance of lecturers' education with the type of the education provided by the Chair. Lecturers' knowledge of modern educational technologies. Opportunities provided by the HEI and its Chairs for lecturers to develop and improve their professional knowledge. The influence of lecturers' advanced knowledge on the improvement of the quality of the educational process (example). The analysis of the quality of the educational courses and the compliance of the anticipated results of education with the real achievements of students. The assessment of the compliance of educational courses with the needs of the educational services and labor markets. The analysis of lecturers' research topics within the last 3-5 years: their compliance with the Chair educational activity, interdisciplinary research. The application of lecturers' research results in the educational process. The availability of thorough scientific monographs in journals of professional significance. Basic forms of work with lecturers who have little teaching experience. Training for future teachers and researchers. The organization of students' scientific work.	3
7.	Educational quality control and assurance.	The HEI policy in the sphere of educational quality, documents regulating it. The analysis of principles applied by the HEI to establish and develop the system of educational quality. The implementation of the educational quality assurance criteria approved by the ENQA and the AQA. The analysis of the organization, control, and regulation of the educational quality improvement activity on the Chair level. The increase of the educational quality by means of the stimulating and control system of students' academic activity supervised by	3

		the HEI administration. The realization of the educational quality monitoring based on the analysis of the educational process organization and implementation, student academic performance assessment, teaching quality, and student opinion responsiveness. Criteria used for educational quality assurance and procedures applied to prevent low quality of teaching. Feedback interaction among students, graduates, employers as a means of increasing educational activity effectiveness. The participation of students in the educational quality assurance procedures.	
8.	General characteristics of the analyzed BEP.	<p>The academic audit results cover the following points:</p> <ul style="list-style-type: none"> - program transparency and competitive capacity (strategies of the program); - educational environment and the advantages it brings (pedagogy of the program that covers all aspects of teaching and learning processes); - the effective use of the financial resources necessary for program implementation (economics of the program); - adequate and grounded organization actions to implement the key program objectives (management of the program); - the compliance of educational technologies with the key aims and task of the program (educational technologies); - changes in the program after the previous certification; their validity, frequency, and regulation (life cycle of the program). 	3
9.	Statement	The expert's statement on the implementation of the anticipated quality of education in the specialty: the availability of procedures assuring the maintenance and increase of the educational quality in the specialty, the completeness, accuracy, and reliability of the information provided by the HEI on the quality of education in the specialty. In case of the positive statement the expert recommends the Accreditation Commission of the Agency for Higher Education Quality Assurance and Career Development to issue an AQA certificate in the specialty.	1