



The Agency for Higher Education Quality Assurance and Career Development
(AQA)

Questionnaire for Higher Education Institution

Questions to be answered by an HEI during the academic audit of a separate BEP

1.Undertaking the academic audit procedure the expert should get HEI's answers to the following questions:

1. What are the aims and tasks of the program?
2. Which spheres of professional activity is specialist training carried out for?
3. What types of professional activity do graduates have (research; production and technological work; organization and management work; project work etc.)?
4. How do program aims and tasks comply with the formation of graduates' universal, specialist, socio-personal competences?

1.1. Specialist training structure and content compliance with the requirements of the competence model

1. What degree levels does the HEI provide in specialist training?
2. What basic educational programs in specialist training does the HEI have?
3. What post-graduate and additional professional education (advanced courses, professional retraining) in specialty training does the HEI have?
4. What competence model does the HEI apply to work out a BEP?
5. Does the preferred model comply with the sphere and type of a graduate's professional activity?
6. What universal and professional competences should a graduate have in specialist training with the degree (Bachelor, Master, Specialist) in accordance with BEP aims and professional activity tasks set by the HEI?
7. When were the academic curricula worked out? When were they approved?
Who approved them?
8. Are there time-tables; summary data on time budget; academic curriculum?
9. Are all subjects of the FSES basic part included into the academic curriculum?
Are they named correctly?

10. Are any of the subjects in the basic part of the FSES teaching cycle put together? Is the sequence of their study maintained? Is there any replacement of the teaching cycles?
11. Have the academic curricula passed examination in specialized Educational and Methodological Associations? What were its results?
12. Does the intensiveness of the basic parts of the teaching cycles comply with the FSES requirements?
13. Are there electives in the teaching cycles? Do their number and intensiveness comply with the FSES requirements?
14. Do students have an opportunity to form individual trajectory of studies? Do they have tutorials on subject selection and their influence on training?
15. Are there academic programs on all specialty subjects?
16. Who worked out the academic programs? When were they worked out? Were any model academic programs used when compiling the academic programs or were they worked out by the HEI?
17. Do external experts (including employers) take part in working out, approving of and revising academic programs? How are they attracted?
18. Are there any external reviews of the academic programs? Who conducted them? What was the approval procedure like?
19. Are all the didactic units in the basic parts of the FSES teaching cycles found in the academic programs?
20. Is there daily update of the academic program content? What is its mechanism? How is it regulated?
21. Do all subjects of the academic curriculum have final assessment forms of control? Do the final assessment forms of control comply with the requirements of the preliminary academic curriculum? How many exams and credits are there in each semester? Does their number meet the normative requirements?

22. Is there a list of compulsory and additional educational and methodological literature in academic programs? Is it new? Does the HEI library have this literature in sufficient amount? Does it comply with copyright and degree of novelty requirements?
23. Do the types of practical training comply with the FSES requirements, academic time-table? Are there programs for each type of practical training, agreements on practical training grounds? What student competences are formed at practical training?
24. Does the number of course papers in specialty training comply with the FSES requirements? Are the works acute? How are their topics chosen? How frequently are they updated? What is the defense procedure like? What student competences do course papers (projects) form?
25. Does the HEI include interdisciplinary state exam into its final state attestation?
26. How are thesis topics, their topicality, and frequency of update worked out?

On the basis of the received data and information the expert should:

- decide if the structure and content of specialist training allow to form universal, professional, and socio-personal competences of a graduate sufficient for successful performance in the chosen professional sphere, social mobility, and relevance in the labor market;
- conclude about the sufficiency (or insufficiency) of a specialist training structure and content to perform educational tasks approved by the HEI.

1.2. Teaching, learning and student competence diagnostics

1. Do principles and organization of teaching and learning, student academic performance assessment criteria comply with the competence model chosen by the HEI?
2. Is the list of a graduate's competences defined? How is it grounded?

3. Are the functional tasks to be accomplished by the graduate set? How are they grounded?
4. How are the functional tasks connected with qualification characteristics in the sphere of professional training?
5. Do the educational process and student academic performance assessment allow to form educational environment supporting and intellectually stimulating students?
6. How clear and distinct are the educational tasks to be accomplished by a student?
7. Is the educational process based on the research activity of lecturers and students?
8. Basic types of classes in the HEI (elaborate). Are there such interactive forms and methods of teaching as: discussions, case study, small group activities, business games on specialty subjects, round-table discussions, master classes etc.?
9. How well are lectures held? Is the material introduced at the right pace? Is it of the right level of difficulty? How effectively are video materials used? Is the quality of handouts high?
10. How well are students ready for classes? Are they active in classes?
11. Is there a sufficient amount of educational and methodological materials on paper and digital data carriers for the educational process?
12. Are Internet educational resources used in the educational process? Are they available to students?
13. Are information technologies used in the educational process? (What data bank and knowledge database, teaching and control programs does the HEI have? What is their amount in each general and specialized subject? Are they available to students?)

14. To which extend does the current, intermediate, and final control comply with the competence approach (moving the focus of attention from the process to the results of education)?
15. What is the ration of written forms of student academic performance assessment to oral ones? Which form prevails in the 1-3 and 4-5 years?
16. Are there clear, worked out in advance, published student academic performance assessment criteria? Do they allow to assess real achievements of students?
17. Do external examiners participate in current and/or intermediate education quality assurance procedure?
18. Individual student work organization, its forms and effectiveness. How is individual work assurance realized? Are its results taken into consideration when giving final assessment on a subject?
19. Is the equipment at practical training grounds up to date?
20. Topicality of practical training course papers and theses, assessment criteria and defense procedure. Are employer's representatives, staff members of Chairs with similar educational activity from other HEIs appointed by practical training coordinators?
21. Are there professional standards in graduate training?
22. Does HEI (Chair) staff take part in working out professional standards?
23. Are HEI requirements to the volume of BEP academic materials compared to the requirements of other Russian and foreign HEIs recognized as the best in the program implementation?

On the basis of the received data and information the expert should decide if:

- the organization of teaching and learning process allows to accomplish educational tasks and form a graduate's competences necessary for work in the chosen sphere of professional activity or for further education;
- academic performance assessment criteria applied by the HEI allow to assess real achievements of students.

1.3. Assessment of student professional competences and their compliance with the labor market requirements

Experts must assess student academic performance only on the basis of documents that the HEI has at its disposal and that reflect the results of a current and final control such as: assessed written credit answers given by students at credits and examinations, in tests, course papers, theses; results of tests that were held before the academic audit etc.

1. Does the HEI pay constant attention to the quality of applicant training (is there career guidance and pre-school training for talented young people)?
2. Is lecturers' active participation in career guidance favored by the HEI?
3. What are the forms of entrance tests for state funded and applicant paid admission (exams, tests, Russian State Exam results acceptance)?
4. Admission requirements and competition at all forms of studies.
5. Assessment of the level of students' competences on the basis of the results of current and intermediate control (winter and summer exam results are submitted), examination task analysis, topics and content of course papers, self-examination, and attestation examination (results are submitted).
6. Is there any stimulation and control of the student academic activity system supervised by the HEI administration?
7. Is there any system of student opinion responsiveness on the quality of separate subjects and the academic program in general?
8. Are there any distinct regulations referring to students absent from classes on a good excuse?
9. Has the HEI created appropriate conditions for students' individual work? Are they available?
10. Has the HEI worked out and introduced a rating student academic performance assessment system?

11. Are external experts attracted for work at the State Attestation Commission (but for Heads)? Is the process documented?
12. Do thesis supervisors appoint practical training specialists (employers), staff members of Chairs from other HEIs and Research Institutes with similar educational activity ?
13. Assessment of the level of students' final competences on the basis of the results of the final attestation; comparison of the results of thesis defense with the results of the state exam (in case the HEI holds it) and the intermediate control (assessment of the objective character of education quality).
14. What is the percentage of students (from the admitted number) who successfully finish a full course of studies?
15. Graduate relevance in the labor market as the main assessment of the level of final competences.
16. Consumer references on graduates, prom actions.
17. The number of graduates registered at a job agency.
18. In what direction does a graduate's career go in their specialty field?
19. Do HEI graduates work abroad in their specialty field?
20. The HEI's activity on employment and professional adaptation of its graduates.
21. Feedback interaction among students, graduates, employers as a means of increasing educational activity effectiveness.
22. Employer participation in the assessment of the academic program and plan content at Chairs, in the formation of a graduate's professional competences.

On the basis of the received data and information the expert should assess the level of a student's final universal and specialist competences.

1.4. Student socio-personal competence formation

1. The analysis of the student socio-personal competence formation in the process of the HEI socio-pedagogical activity.

2. The implementation of a complex HEI social development program.
3. Student self-government development, students' participation in the work of non-government organizations, sport and creative clubs, student research societies.
4. Organization and effectiveness of student-lecturer interaction, lecturer availability for tutorials.
5. Tutors who informally interact with students and aim at increasing students' academic motivation by means of developing their personal qualities.
6. The interaction between the tutor and student self-government systems.
7. The assessment of the reliability, accuracy and completeness of the information provided by students about the HEI, Chairs, programs, and the level of intermediate competences.
8. The HEI and Chair support of underprivileged students.
9. The HEI and Chair successful work on student employment.

On the basis of the received data and information the expert should assess the level of graduates' socio-personal competences.

1.5. Compliance of educational resources with the present day requirements and anticipated aims of education

1. Does the HEI have normative documents on educational recourse supply for each academic program it provides?
2. Does the HEI have financial and material resources sufficient enough to provide the educational process on the analyzed academic program and to attract qualified staff?
3. Does the HEI have intellectual and financial resources sufficient enough for regular updates of the analyzed academic program?

4. Does the HEI have a library? Can it meet students' and lecturers' needs in textbooks, scientific, methodological, and reference literature?
5. How available are Chair, Department, and HEI computer resources for the students and lecturers of the analyzed academic program?
6. How available are digital educational resources¹, Internet educational resources, educational and methodological materials in subjects and specialties (paper and digital data carriers), technical educational means for the students and lecturers of the analyzed academic program?
7. Are distant learning techniques or the e-learning system used in the educational process of the analyzed academic program?
8. Do data and methodological resources of the program and each subject included into it comply with the anticipated requirements and aims of education? What criteria does the Chair (Department, HEI) apply to prove the compliance?
9. How available are the library resources, computers, data banks, knowledge database etc. for classes and individual work of students?
10. How available are lecturers, tutors, academic assistance staff for students?
11. Are students' needs and opinions taken into consideration in the process of working out educational and methodological materials?
12. Is there modern equipment for students' laboratory, disciplinary, interdisciplinary, practical training, and research work complying with the anticipated aims of education?
13. How well do the HEI and the Chair provide senior year students with the possibility to efficiently exchange information with Russian and foreign HEIs, enterprises and organizations?
14. Are educational and financial resources used and formed according to distinct and clear rules assuring transparency of HEI resource use for lecturers and the society?

¹ Data banks, e-textbooks, control and teaching programs.

15. HEI educational resource development and improvement plans for further educational quality improvement.

On the basis of the received data and information the expert should decide if the educational resources are sufficient enough to form universal, specialist, and socio-personal competences of students complying with the anticipated aims of education.

1.6. Staff quality assurance

1. Does the HEI have methods and criteria to assure lecturers' competence and qualification necessary to provide educational services?
2. Does the HEI have special procedures giving the right to stop educational activity of lecturers in this HEI if their competence and qualification are not sufficient enough for teaching students (despite attempts to increase their professional level)?
3. What are the results of the implementation of methods and criteria for competence and qualification assurance on the level of Chairs and Departments?
4. Teaching staff involved into program implementation (permanent staff, moonlighters, staff with degrees and/or status).
5. The number of teaching staff for general professional and special disciplines (permanent staff, moonlighters, staff with degrees and/or status).
6. Does lecturers' basic education comply with the program profile?
7. Lecturers' knowledge of modern educational technologies.
8. Do the HEI and Chairs provide teaching staff with the opportunity for development and improvement of their professional level?
9. Does the improvement of the quality of education follow the rising of teaching skills (examples)?

10. Is the quality of academic courses assessed in compliance with the anticipated final competences and real achievements of students?
11. Is the quality of academic courses assessed according to its compliance with the demands of the educational services and labor markets?
12. Do the topics of lecturers' scientific research conducted within the last 3-5 years comply with the program profile?
13. Do lecturers conduct interdisciplinary scientific research?
14. Do lecturers apply the results of their research into the educational process?
15. Do lecturers use modern scientific and practical achievements when working out academic programs and courses? Do they use digital and knowledge database?
16. Do lecturers have significant scientific monographs and publications in journals of professional importance?
17. Are there scientific schools on the analyzed program (specialty)?
18. Is there any support of lecturers with little teaching experience? What are its forms?
19. Is there any training for future teachers and researchers?
20. Lecturers' participation in students' research work.

On the basis of the received data and information the expert should decide if the staff quality assurance is sufficient enough to reach the anticipated quality of education.

1.7. Education quality assurance

1. Is there any HEI policy in the sphere of education quality assurance? How is it documented?
2. Does the HEI have quality awards and certificates?
3. What principles does the HEI implement to form and develop the system of educational quality?

4. Does the HEI implement the educational quality assurance criteria approved by the ENQA and the AQA, ISO state standards 9001:2001?
5. How is the educational quality improvement process organized, controlled, and documented at Chairs?
6. Is there educational quality monitoring based on the analysis of the educational process organization and implementation, student academic performance assessment, teaching quality, and student opinion responsiveness?
7. What criteria are used for educational quality assurance?
8. What procedures does the HEI apply to prevent low quality of teaching?
9. Is there any feedback interaction among students, graduates, employers as a means of increasing educational activity effectiveness?
10. Is students' satisfaction with the quality of academic programs taken into consideration?
11. Is the compliance of students' real achievements with the anticipated results of education taken into account when assessing program quality?
12. Are the effectiveness of teaching, students' understanding of a subject, lecturers' ability to establish feedback interaction with students taken into consideration when assessing program quality?
13. What role do students play in the educational quality assurance procedure?

On the basis of the received data and information the expert should decide if the existing internal educational quality assurance system of the program level attends to effective support and further improvement of the quality of education.

1.8. General characteristics of the analyzed BEP

On the basis of the academic audit results the expert should assess:

1) *Strategies of the program.*

Are the basic characteristics of the program transparent for all the interested parties?

Is the program competitive in the educational services market?

- 2) ***Pedagogy of the program*** (covers all aspects of teaching and learning processes).

What educational environment does the program include?

What advantages does the educational environment bring?

- 3) ***Economics of the program*** (covers all aspects of effective resource usage).

Are the money and professional competences applied in the program used effectively?

- 4) ***Organization (management) of the program.***

Are the organization actions connected with the program implementation adequate and grounded from the point of view of key program objectives?

- 5) ***Educational technologies.***

Do the applied educational technologies comply with the key aims and task of the program?

- 6) ***Life cycle of the program.***

How has the program changed since the previous certification?

How grounded are the changes?

Is there a worked out and documented mechanism of change introduction?