

Approved by

Chairman of the Advisory Council

V.D. Stadrikov


2<sup>nd</sup> December, 2020



**REPORT**  
**on the results of an external evaluation of the educational program**  
**Civil Law**  
**Master Degree**  
**Russian-Tajik (Slavonic) University (RTSU)**

Experts: E. Sychenko  
O. Muravyova  
A. Baranova  
Manager: E. Fedulova

**Moscow – 2020**



## CONTENTS

<b>SUMMARY OF THE PROGRAM</b>	<b>3</b>
<b>Strengths of the program under evaluation</b>	<b>3</b>
<b>Weaknesses of the program under evaluation</b>	<b>3</b>
<b>The main recommendations for the program under evaluation</b>	<b>3</b>
<b>Assessment of learning outcomes and quality assurance of education</b>	<b>4</b>
<b>QUALITY OF LEARNING OUTCOMES</b>	<b>6</b>
<b>1. Demand for graduates of the program on federal and regional labor markets</b>	<b>6</b>
<b>Analysis of the role and place of the program</b>	<b>6</b>
<b>Analysis of the data submitted by the university (conclusions)</b>	<b>6</b>
<b>2. Satisfaction of consumers with learning outcomes</b>	<b>8</b>
<b>3. Direct competency assessment by experts</b>	<b>8</b>
<b>Conclusions and recommendations of experts</b>	<b>11</b>
<b>QUALITY ASSURANCE OF EDUCATION</b>	<b>12</b>
<b>1.Strategy, objectives and program management. Internal quality assurance system</b>	<b>12</b>
<b>2.Structure and content of the program</b>	<b>13</b>
<b>3.Teaching and learning aids</b>	<b>13</b>
<b>4.Technologies and methods of learning activity</b>	<b>13</b>
<b>5.Teaching staff</b>	<b>14</b>
<b>6.Material, technical and financial resources of the program</b>	<b>15</b>
<b>7. Information resources</b>	<b>16</b>
<b>8. Research activity</b>	<b>17</b>
<b>9.Employer participation in the program implementation</b>	<b>17</b>
<b>10. Students' participation in the program contents determination</b>	<b>18</b>
<b>11.Student services a the program level</b>	<b>19</b>
<b>Curriculum Vitae of Experts</b>	<b>21</b>

## **SUMMARY OF THE PROGRAM**

The Civil Law degree program is part of 40.04.01 Jurisprudence and is implemented by the following department (faculty): RTSU Law Faculty, and awarded Master's degree. The head of the program is Doctor of Legal Science, H.T. Nosirov.

An online visit as part of the external evaluation of the program was conducted by AKKORK experts in the period from October 20 to 21, 2020.

### ***Program strengths***

The participation of employers in educational activities, involvement of the country's leading lawyers in the review of GQW (for example, judges of the Constitutional Court of the Republic of Tajikistan), regular and multifaceted internal evaluation of the program: by questioning students, rating teachers, feedback from employers.

It should be noted that the documented goals of the program are accessible to all interested parties, and the quality of TLA development is high. It is also necessary to note the high level of management of the RTSU website containing all necessary documentation and information.

The program is aimed at training practical skills in law enforcement practice, which students in the Master's degree program implement by consulting representatives of poor and needy groups of the population in at legal clinic.

A distinctive and unique feature of the program is that it is taught exclusively in Russian and the diploma issued upon completion is a Russian diploma, entitling graduates work in the the Russian Federation without the need to complete any further programs.

### ***Program weaknesses***

Lack of a strategy for the development of the faculty for the next 4 to 6 years resulting in the following: lack of a strategy for the development of the program, a small number of employers representing private businesses involved in educational activity, insufficient use of interactive methods in teaching.

Lack, as of the date of accreditation, of the current system of key performance indicators of the units participating in the implementation of the program.

### ***The main recommendations for the program***

Development of a program development strategy based on the analysis of the results of comparing it with the curricula and practice of implementing Master's degree programs used at competing higher educational institutions.

The need to attract employers representing private businesses to cooperate, expand ties with Russian higher educational institutions within the program, actively involve Russian specialists in delivering workshops and guest lectures, and support academic mobility of students under academic mobility agreements with Russian and other international partners.

The need for more clear and detailed documentation of types of interactive methods of training, descriptions of case studies, role playing scenarios, types of creative tasks, descriptions of the required portfolio all in syllabi and federal educational standards according to the program that contain such types of tasks (e.g., federal educational standards and/or syllabi in subjects such as Legal Rhetorics, Collateral Relations, and Advocacy does not contain such information).

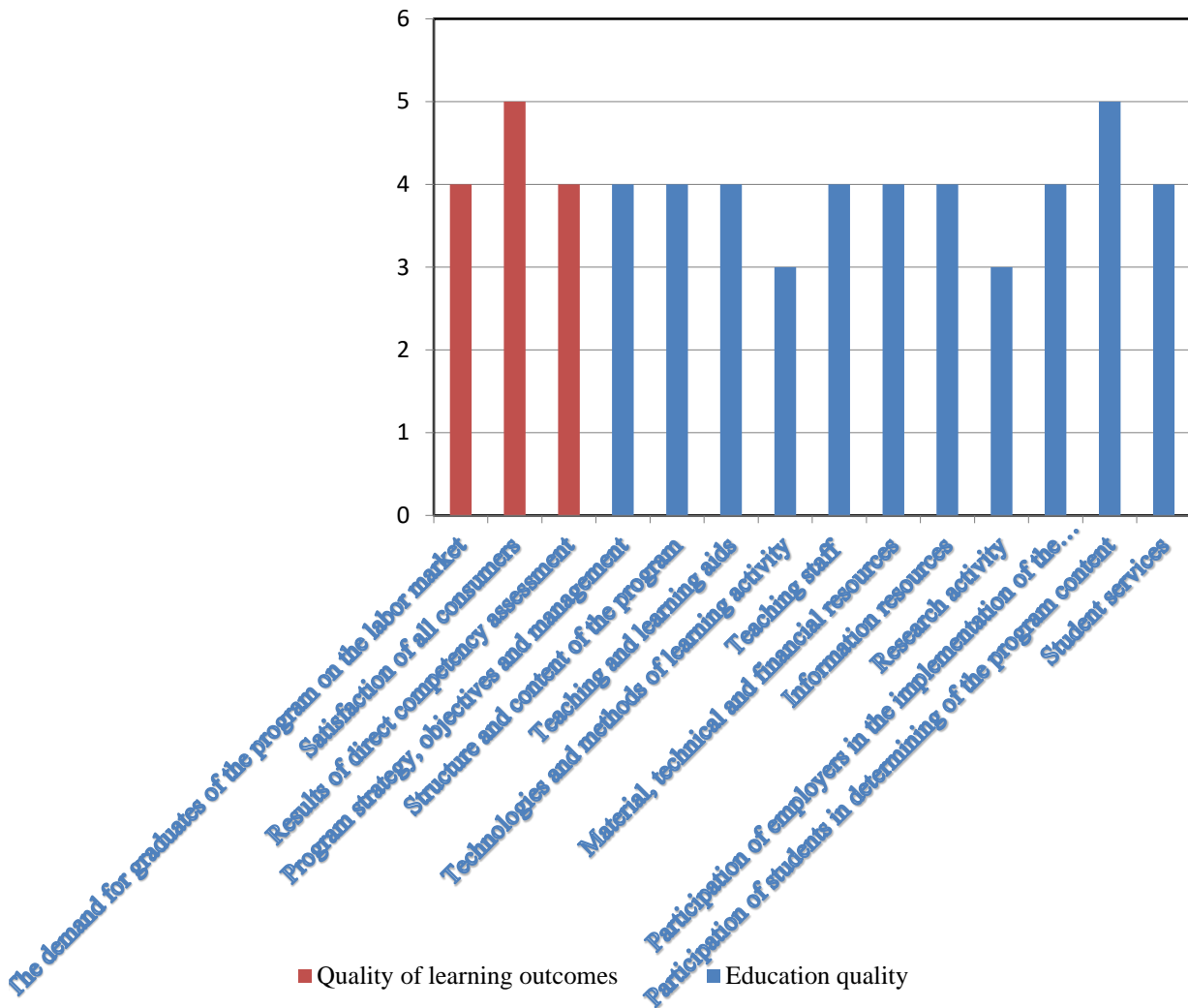
Including workshops in the program's curriculum or subject syllabi.

Providing for a clear mechanism, criteria, and the basis for rewarding employees for achievements in research and teaching in the Remuneration Regulations.

***Assessment of learning outcomes and quality assurance of education***

№	Criterion	Assessment	
<i>I</i>	<i>Quality of learning outcomes</i>		
	1.	The demand for graduates of the program on the labor market	<i>Good</i>
	2.	Satisfaction of all consumers	<i>Excellent</i>
	3.	Results of direct competency assessment	<i>Good</i>
<i>II</i>	<i>Education quality assurance</i>		
	1.	Program strategy, objectives and management	<i>Good</i>
	2.	Structure and content of the program	<i>Good</i>
	3.	Teaching and learning aids	<i>Good</i>
	4.	Technologies and methods of learning activity	<i>Satisfactory</i>
	5.	Teaching staff	<i>Good</i>
	6.	Material, technical and financial resources	<i>Good</i>
	7.	Information resources	<i>Good</i>
	8.	Research activity	<i>Satisfactory</i>
	9.	Participation of employers in the implementation of the educational program	<i>Good</i>
	10	Participation of students in determining of the program content	<i>Excellent</i>
11	Student services	<i>Good</i>	

## Assessment of learning outcomes and quality assurance of education



## QUALITY OF LEARNING OUTCOMES

### *1. Demand for graduates of the program on federal and regional labor markets*

*Criterion grade: Good*

#### *Analysis of the role and place of the program*

- The need for graduates of the program at the regional level is quite high, especially in state and municipal authorities, which is confirmed by the results of interviews with working graduates, as well as employer representatives. Graduates of the program are most in demand in the Ministry of Justice and the Supreme Court of the Republic of Tajikistan. However, at the federal level, there is no considerable market demand for graduates of the program according to HR portals (tadjikistan.hh.ru, hh.ru, superjob.ru).

- The educational policy of the municipal and regional authorities is aimed at actively involving both students and graduates of the program in improving legal awareness in the region by involving experts from the program in school-level teaching. At the same time, a significant proportion of graduates of the program are employed directly at the RTSU, so highly qualified human resources remain within the program, having the opportunity to train newly accepted students.

- The main competitors of the RTSU in this field are the Tajik national University (the oldest higher educational institution across the country) and the Dushanbe Branch of the Lomonosov Moscow state University (opened in 2009).

In 2014, the RTSU was included in the shortlist of the rating of CIS higher educational institutions along with two other higher educational institutions, made by the Expert RA rating agency. However, none of the above-mentioned competitors of the RTSU was included in this shortlist (as reported at RAExpert.ru), which indicates a serious competitive advantage of the RTSU in the field of education and its popularity with applicants.

#### *Analysis of information indicators presented by the University (conclusions)*

- *The share of students combining university studies with work in the specialty profile*

Based on the survey of students in the program, working graduates of the program and employers, the data that 60% of students combine work in the respective field of study with training in the program was confirmed. Most of them are students who are employed within the RTSU.

- *The share of graduates who found a job within one year after graduation from EI in the field of study (specialty) obtained as a result of training in EI*  
Most of the graduates were employed immediately after completing their studies in the program, since some of them had previously combined their studies with work in their respective field, and the second part entered the

program with an idea of a potential job in mind. However, we are talking about the regional level of the labor market, not the federal level.

- *The share of graduates who found a job within one year after graduation from EI in the field of study (specialty) obtained as a result of training in EI*  
The data corresponds to the information specified in the self-evaluation report
- *The share of students who sponsored by employers, for example, on the basis of employer-sponsored tripartite contracts*  
No data available
- *The share of graduates working in specialization in the region.*  
The prevailing majority of graduates work in their respective field within the region, which is due to the high demand for graduates of the program and the fact that employers are interested in attracting them. Key employing organizations include the Ministry of Justice, the Supreme Court, the Legislative Center, and the RTSU itself.
- *The share of graduates working in specialization outside the region*  
The number of graduates working in the respective field outside the region is extremely small, as indicated in the self-evaluation report, which was confirmed during interviews with graduates and the RTSU administration. Graduates who work or have previously worked outside the region did not attend the personal meeting.
- *Number of claims for graduates*  
No complaints have been received; the data provided by the educational institution was confirmed during a personal meeting with employer representatives, and this information is provided in written reference from employing organizations as submitted by the employers.
- *The number of positive companies' reviews about graduates' work*  
There were no negative reviews of graduates' work either in the job certificates submitted for analysis or in the course of personal communication with representatives of employers (representatives of the National Legislative Center and the Ministry of Justice of the Republic of Tajikistan).
- *The share of students who are admitted to study in Master's programs after graduation in Bachelor's programs*  
All the students in the Master's program interviewed had completed Bachelor degree programs at the RTSU
- *The share of program graduates of EI in relation to the share of graduates of all other universities in the region in the same program*  
The share is significant, giving the RTSU the necessary level of competitiveness.

### ***Additional material***

Based on the results of self-evaluation carried out by the educational institution, the data are presented on graduates placement. The data submitted by the educational institution were confirmed during the examination of the relevant documents.

### ***2. Satisfaction with learning outcomes***

***Criterion grade: Excellent***

*The share of employers who believe that the competencies of graduates of the program fully meet the requirements for up to date industry specialists: 100% of the employers noted that the competencies of graduates of the program fully satisfy them. It should be noted that in this case we are talking not only about employer representatives engaged in law-making activities, but also a representative of the lawyers' community.*

*The share of graduates satisfied with the learning outcomes:*

100% of graduates interviewed confirmed during the personal meeting that they are substantially satisfied with the learning outcomes, including such personal assessments of the learning process as “a start in life” and “the University opened all the roads for me”.

### ***3. Direct competency assessment by experts***

***Criterion grade: Good***

During the online-visit, direct competency assessment of the students was conducted. Students of the 2 year took part in direct assessment procedure, in the number of 5 people, which is 35 % of the graduate course.

During the direct assessment procedure, test materials prepared by the experts were used.

To analyze the development of competencies the experts chose the following ones:

- Assessment of competencies that characterize the personality and that are an integral part of his / her professional competency:

The following competencies were evaluated:

legal awareness;

knowledge of law;

professional ethics;

logical thinking;

quick responding to problems in a stressful situation;

readiness for self-development, in particular in the professional sphere

ability to set professional goals and see ways to achieve them;



ability to work independently (within the framework of independent complete answers to the questions asked);  
advanced oral communication skills

● Direct assessment of social competencies aimed at the development, maintenance and improvement of communication

The following competencies were evaluated:

- ability to establish emotional contact with various participants in communication (social competence), in particular in the context of remote communication
- proactivity
- polite attitude to all participants of the discussion
- empathy
- ability to implement an appropriate behavior strategy in a stressful situation

● Direct assessment of professional competencies ("core competencies") including competencies which reflect the demand (needs) of the federal and/or regional labour markets depending on the major employers of the graduates of the program

- system and comparative analysis skills;
- an interdisciplinary approach to solving tasks;
- knowledge of the basics of Roman law on possession, use and disposal as the basis of modern civil law (usus, usufruct);
- knowledge of the main provisions on invalid transaction;
- ability to apply legal techniques correctly;
- understanding of the provisions on legal capacity and its limitations (including the legal capacity of minors and emancipation);
- knowledge of key provisions on legal entities (joint-stock companies, limited liability companies);

On performing the direct assessment of competencies procedure, the following test and exam materials have been used by the experts:

- what are the differences in legal entities under Russian law and the law of the Republic of Tajikistan?
- What is a public joint-stock company and what types of joint-stock companies do you know?
- Will a transaction concluded by a person acting under a power of attorney be valid if:  
the power of attorney has been revoked by the time the transaction was concluded, but the proxy representative did not know about it

the power of attorney has been revoked by the time the transaction was concluded and the proxy representative knew about it

there was no power of attorney, i.e. the representative was not authorized

- can a minor personally purchase an apartment under a contract of sale and in what cases
- if apples fall from a neighbor's apple tree the branches of which bend over a plot of land that you own, whose apples are they: yours or the neighbor's?

According to the results of the interview, the experts concluded:

Level Students ratio	Sufficient level (have managed to solve 80% of the proposed tasks)	Acceptable level (the percentage of solved tasks from 50 to 79%)	Low level (percentage of solved tasks is less than or equal to 49%)
The results of direct assessment of competency that characterize the personality and that are an integral part of his/her professional competence			
70%	+		
30%		+	
The results of direct assessment of social competencies aimed at the development, maintenance and improvement of communication			
70%	+		
30%		+	
The results of direct assessment of professional competencies ("core competencies ") including competencies which reflect the demand (needs) of the federal and/or regional labour markets depending on the major employers of the graduates of the program			
50%	+		
30%		+	
20%			+

During the assessment of the education quality, the reviewers got acquainted with 5 GQWs, which amounted to 35 % of the graduate qualification works of last year in this field. The reviewers concluded that considered GQWs complied with all the requirements stated below:

### GRADUATE QUALIFICATION WORKS

№	Objects of evaluation	Experts Comments
1.	The topic of GQW corresponds to the field of degree and the current level of development of science, equipment and (or) technology in the field of the program.	the topics on the GQW topic list provided are relevant and corresponds to the field of degree and the

		current level of development of science, equipment and (or) technology in the field of the program.
2.	The tasks and content of the GQW are aimed at confirming the formation of the graduate competencies.	all works submitted for evaluation are aimed at confirming the professional competencies of graduates
3.	The degree of use of the materials collected or received during the pre-graduation practical training and the preparation of term papers in the independent research units of the GQW.	in 10% of the GQWs, the nature of the text of the work indicates that the materials were obtained as a result of practical training.
4.	The topic of GQW is defined by the requests of the industry organizations and the tasks of the experimental activity solved by the teachers of EI.	20% of the GQWs submitted for study was written on a subject requested by an employer, namely the Ministry of Justice of the Republic of Tajikistan
5.	The GQWs results find practical application in industry.	80% of the conclusions presented in the GQWs are of immediate practical significance
6.	The degree of use of the results of the R&D of the Chair, faculty and third-party research and production and/or research organizations in the implementation of independent research parts of the GQW.	80% refers to works related to the legal regulation of the banking sector, securities turnover and state control of debtors.

### ***Reviewers' conclusions and recommendations***

#### ***Conclusions***

Students and graduates of the program demonstrated a good level of knowledge obtained during the course of training in the program, which is also confirmed by the fact that the employer representative estimated their competencies as well-developed in the course of personal communication with them.

### ***Recommendations***

*Based on the results of the research, the following recommendations appear logical and reasonable:*

- *it is necessary to shift the focus onto practical issues of law enforcement in the Republic of Tajikistan (RT), with more active involvement of program students in production during the training period.*
- *since one of the main competitive advantages of the RTSU is that students are engaged in comparative law studies, it seems reasonable to increase the share of practical and theoretical research in the field of comparative law during the selection of topics, and in the future, the writing of GQWs on the topics selected. Special attention should be paid to innovations in the legislation of the Russian Federation introduced as part of the large-scale civil law reform.*

### ***Additional material***

Based on the results of the questionnaire survey of the students of the program, the educational institution presented the data that were checked by experts during online visit. The data submitted by the educational institution were confirmed by experts as a result of a online visit.

## **QUALITY ASSURANCE OF EDUCATION**

### ***1. Strategy, objectives and program management***

#### ***Criterion grade: Good***

During the online visit, employers, students, graduates, teaching staff and program managers were interviewed.

#### ***Program strengths***

The result of communication with these individuals allows the experts to conclude that the educational institution has created an effective system for managing the program, the teaching staff is aware of its goals, the structure is logical and consistent, and employers are involved in the implementation of the educational process.

In the process of self-evaluation of the educational institution, data on teachers' satisfaction with the personnel policy and applicable motivation system was presented.

Based on the results of the interview, the experts concluded that the results of self-evaluation are confirmed. It should be noted that the direct consolidation of research and teaching criteria the achievement of which would result in financial rewards, could motivate the teaching staff.

### ***Recommendations***

*Due to the lack of a strategy for the development of the faculty for the next 4 to 6 years resulting in the following: lack of a strategy for the development of the program, a small number of employers representing private businesses involved in educational activity, insufficient use of interactive methods in teaching.*

*It is recommended to develop a program development strategy based on the analysis of the results of comparing it with the curricula and practice of implementing Master's degree programs used at competing higher educational institutions.*

*In order to ensure the relevance of graduates' competencies and increase their employment in the business sector, it is recommended to involve employers who represent the business environment in program management.*

## **2. Structure and content of the program**

**Criterion grade: Good**

### ***Program strengths***

A systematic approach to program development, logical and coherent structure of the curriculum. The graduate competency-based model correlates with the demands of the labor market and takes into account the regional needs of the Republic of Tajikistan for professionals of the respective level. The competency-based model includes both competencies that characterize an individual's personal qualities and are an integral part of their professional competence, competencies aimed at developing communications, and competencies aimed at developing entrepreneurial skills.

In the course of the online visit, the experts held meetings with students of the assessed program. One of the issues discussed was the relevance of the structure and content of the program to the expectations of direct consumers of programs – students. Based on the results of the meetings, the experts concluded that the expectations are fully in line with reality.

### ***Recommendations***

*Workshops and training sessions are among the most effective types of educational activities. In this regard, we recommend including workshops directly in the curriculum of the program, and it is also possible to include such types of classes in the syllabi for certain subjects. Taking into account the prevalence of distance education and the availability of communication facilities, we believe it is possible to involve representatives of Russian business in such classes.*

*We recommend to increase the share of GQWs that can be used by small and medium-sized businesses. This can be done by more actively involving business representatives in the educational process, regularly interviewing business representatives about emerging problems, and inviting students to solve similar problems in case studies or while working on their GQWs.*

## **3. Teaching and learning aids (TLA)**

### ***Criterion grade: Good***

The experts got studies the educational materials developed by the educational institution and conducted interviews with the program's head, teaching staff, and students. The experts concluded that there is a sufficient level of TLA organization at the educational institution.

#### ***Program strengths***

Participation in the development of employers' TLA, feedback from students. The presence of the TLA for all subjects.

#### ***Recommendations***

*To ensure that the materials used in the training process are up-to-date, it is necessary to update the lists of mandatory and further reading in the syllabi (all the five syllabi contain further reading sources published no later than 2012). It is also recommended to include recent publications in leading Russian journals in the lists.*

*In the lists of regulations, it is necessary to check the compliance of the specified information with the latest editions of the regulations. For example, the syllabi for Advanced Topics of Civil Law includes Federal Law 22.04.1996 N 39-FL "On the Securities Market" (as amended, effective from 01.10.2015). Since 2015, this law has been amended under more than 15 federal laws. Alternatively, it is reasonable to omit specifying the latest version in the syllabi by providing a link to the Consultant Plus legal system, which provides access to texts in their current editions.*

## ***4. Technologies and methods of learning activity***

### ***Criterion grade: Satisfactory***

#### ***Recommendations***

*While performing the desktop analysis of the report on self-examination, the analysis of the curriculum and the schedule of the classes, the experts determined that the percentage of learning sessions in an interactive form on the program is about 10% on average. The teaching and learning materials of five subjects were studied in the course of the visit. Based on the results of an analysis of the program's TLA, as well as considering the highest efficiency of interactive sessions and the current trend of leading higher educational institutions towards an increase in interactive sessions, the experts concluded that there is a need to increase the proportion of interactive activities and detailed descriptions of how they should be delivered in syllabi and federal educational standards.*

*It is recommended to include workshops as separate disciplines in the curriculum and as a type of training in the syllabi, as well as to increase the number of training sessions in the syllabi.*

## ***5. Teaching Staff***

**Criterion grade: Good**

***Program strengths***

A high percentage of teaching staff with a scientific degree.

Analyzing the facts stated by the educational institution in the self-examination report, the experts have arrived at the conclusion that the presented data are largely relevant and reliable.

Having analyzed the data provided, the experts concluded that the educational process involves staff whose qualifications allow implementing the educational process using approved educational technologies and methods. The system of internal monitoring of the activity of teaching staff and administrative and managerial staff developed by the educational institution allows to ensure high staff professionalism.

The presence of a teacher rating system enables determination of the advantages and disadvantages of teaching staff and potential ways of professional improvement. The system of training and retraining of the teaching staff allows supporting of the competence of the teachers at a level sufficient for the implementation of the program focused on the modern demands of the RT labor market.

***Recommendations***

*Expanding the international relations of the educational institution, stimulating the participation of teaching staff in academic exchange with partner higher educational institutions, as well as the participation of teaching staff in conferences held in the Russian Federation. These actions are necessary to maintain a high level of teacher qualifications, ensuring that their knowledge and skills correspond to the current state of Russian and international law.*

*To do this, it is necessary to increase the financing of travel expenses for teaching staff, and to intensify work under existing international agreements. We also believe it to be necessary for the remuneration regulations to specify clear criteria for rewarding teaching staff that would motivate them to receive research grants, participate in international conferences, exchange, and publications in leading Russian and foreign journals.*

**6. *Material, technical and financial resources of the program***

**Criterion grade: Good**

***Program strengths***

It should be noted that such specialized services as a courtroom and a legal clinic are well organized. In particular, the equipment used for the above services is decent, allowing students to work through every stage of the trial in civil proceedings.

### ***Recommendations***

*Given the current conditions and the changing style of the modern production and educational process, the pandemic, it seems reasonable to adjust the program material with the purpose of introducing a system of distance education (e-learning). Given the close ties between the RTSU and Russian higher educational institutions, it is possible to utilize the experience of Russian colleagues in this field. The introduction of a distance education system will attract more students from neighboring countries, for example, Uzbekistan, Kazakhstan, etc. The introduction of distance education will also make it possible to attract more Russian colleagues, both in the scientific and industrial fields, to participate in the program, in particular for workshops etc.*

*In addition to the above, given that students are engaged in comparative law, I believe it necessary to provide unlimited access to the Consultant Plus system and the national search engine ADLIA not only on the promises of the RTSU, but also on students' personal computers.*

### ***Additional material***

During the visit, the experts have interviewed students and professors participating in the program implementation for satisfaction with the quality of lecture halls. The data obtained allow the experts to state about a high quality of the premises both in terms of the classrooms where classes are held and the areas intended for eating, recreational areas, and the student dormitory.

## ***7. Information resources***

***Criterion grade: Good***

### ***Program strengths***

The University has introduced an electronic educational environment — the EIES platform allows students to use the information structure to receive educational content from teachers in order to complete relevant tasks, track their status, and much more.

The university provides access to foreign resources of the Springer Nature publishing house, as well as to such ELSs as Urite, Lan, and Adliya, which allows students to deepen their knowledge in specialized legal subjects.

The university widely uses information and communication technologies, not only in the planning and management of activities, but also in interaction with students, in drawing up their schedules, creating their electronic portfolio, and more.

The website of the educational institution provides up-to-date information about the program; sections of the site are easy to navigate when choosing the desired program and facilitate search for information about it.

### ***Recommendations***

*It seems appropriate to create a database of jobs for graduates, which should be kept up-to-date and maintained in working order. The visit revealed that the*



*employment of students is mainly based on their internship in partner companies of the educational institutions, after which, if successful, students can get a job offer. For example, the university does not have an open database of jobs in partner companies. It is possible to modernize the section of the site titled Graduate Employment in the following way: when receiving information from partner companies about existing jobs or about possible internships in these companies, this information should be published in the corresponding section of the site to make sure that the electronic employment market is constantly functioning and up-to-date.*

*Attention should also be paid to information openness at the educational institution. Currently, only one page on the Facebook platform is permanently active among the specified official pages in social networks; the official page on the Vkontakte platform is not working and is not updated. It seems necessary to resume the work of the group in the social network Vkontakte, since the RTSU unites students from different countries, including those where most use this social network.*

## **8. Scientific research**

**Criterion grade: Satisfactory**

### ***Program strengths***

Practice of holding conferences and publishing reports.

The documents on self-evaluation by the educational institution provided information about the results of research by teachers and students of the program. After reviewing these materials as well as summing up the results of communication with the teaching and students of the RTSU, the experts concluded that the level of research activity at the educational institution can be described as satisfactory.

### ***Recommendations***

*Provide financial incentives to teaching staff for publications in leading Russian and foreign journals, expand student participation in research and conferences, and develop a system of internal funding for research. Include research findings by teaching staff in the list of further reading in the respective subject syllabi.*

## **9. Employer participation in the program implementation**

**Criterion grade: Good**

### ***Program strengths***

Representatives of employers such as the Ministry of Justice and the Center for Legislative Initiatives play an important role in shaping the program. In particular, a number of relevant subjects (Insurance Law, Business Law) were introduced at the initiative of their representatives. Also, representatives of employers contribute to the program by sending requests for the GQW desired

topics, taking part in chair meeting; workshops are held by representatives of the judicial and notary communities.

### ***Recommendations***

*It is necessary to attract employers from private business and entrepreneurship, because otherwise students will have more competencies related to professional activities in the judicial, public-state and law-making spheres. As representatives of the student community noted during the face-to-face interview, they need more practical participation of employers, which will help them form competencies in the field of corporate law.*

### ***Additional material***

The self-evaluation report of the educational institution provides information on the results of the questionnaire survey of employers regarding their satisfaction with the quality of graduate training.

## ***10. Students' participation in determining the program content***

***Criterion grade: Excellent***

### ***Program strengths***

Students can influence the content of the program, make suggestions about creating new disciplines, and anonymously express their opinions about the quality of the subjects twice a year.

In addition, the university has "curatorial hours" where students can make comments aimed at improving the program.

The visit showed that students not only participate in the evaluation of the students, but also bring about changes in the rating of teachers — a system of surveys allows to take into account students' opinion in this matter.

The report showed that the administration actively responds to students' comments and introduces new subjects (in 2018/2019, those were Collateral Relations and Advocacy).

### ***Recommendations***

*The university demonstrated an excellent system of student participation in determining the content of the program. It is possible to increase the awareness of students about their opportunities to influence the program and appropriate ways in which they can do it. A survey of students about their degree of influence on the program showed that 50% of students find it difficult to answer. So, at the beginning of the academic year, it is probably reasonable to inform students about how they can convey their requests about the implementation of the program.*

### ***Additional material***

During the online visit, the experts analyzed the participation of students in student self-government bodies and scientific clubs — each department has its own scientific club, which meets at least once a month for scientific purposes.

Having analyzed the data provided, the experts concluded that the RTSU has a strong mechanism for taking into account students' opinions regarding the program being implemented, which has a positive impact on the quality of teaching, and recommend that students be informed annually about their opportunities to influence the organization of the educational process.

## ***11. Student services at the program level***

***Criterion grade: Good***

### ***Program strengths***

Various dedicated student associations exist at the University, which allows students to develop creatively in their free time (18 permanent creative clubs and studios). The university holds cultural and sports events at least 10 times a year, information about which is publicly available and published on the main page of the RTSU website.

The university also has a system for rewarding students for achievements in extracurricular activities by awarding certificates of appreciation and other awards.

At the implementation level, the program operates a variety of mechanisms for student support, including travel privileges, financial aid, sports camps, and target payments to certain categories of students.

### ***Recommendations***

*It is necessary to create a department of social and psychological support. The virtual visit revealed that the RTSU does not provide students with psychological assistance. Students may face various problems during their studies, such as stress at school, the death of family members and other life difficulties — all these affect the psychological state of students, potentially affecting not only their psychological health, but also the final learning outcomes. To maintain an appropriate psychological state of students, it is necessary to create a department of social and psychological support to which students who encounter problems can apply for help. Every year, students should be informed about the possibility of receiving psychological assistance at the university in order to maintain their psychological stability.*

*Creation of an employment center based on the RTSU Law Faculty. This issue has already been raised before; as indicated in the report, the employment center is represented only at the Faculty of Economics, which does not fully allow students in legal fields to use it. As suggested earlier, it is worth creating an open database of jobs on the university's website in order for students to track the electronic labor market and respond promptly to any jobs announced.*

*Creating a wireless Internet access network (Wi-Fi) to function in a full unlimited mode. At the moment, the university has a limited Wi-Fi network that operates within the limits of the access allowed by the teacher. Creating an unlimited network is necessary to ensure a more comfortable learning process for students. With an unlimited network, students will be able to quickly search for materials in legal databases, keep online notes, and project presentations or other lecture materials on their devices whenever it is convenient for them. It seems that a Wi-Fi network can be created on the territory of the Law Faculty which can be used not only by teachers but also by students.*

***Additional material***

Having analyzed the data provided, the experts concluded that RTSU has developed student services and recommends creating a department or center for socio-psychological assistance to students as well as a job center and expanding the scope of the wireless Internet access network.

## Curriculum Vitae OF EXPERTS

Name of expert: Sychenko Elena

Job location, title	Associate Professor, Saint Petersburg State University
Academic rank and degree	Candidate of Legal Science
Honored titles	
Education (specialty, educational organization)	Higher, Law
Professional achievements	6 publications in journals indexed in Scopus, a monograph published in English by Wolters Kluwer
Area of expertise	International Labour Law
Practical experience in the field of the program under examination	Management of the 5-person Legal Department at North-West Telecom OJSC

Name of expert: Muravyova Olga

Job location, title	RAPREZENTANT LLC
Academic rank and degree	
Honored titles	
Education (specialty, educational organization)	Higher education in Law, Lomonosov Moscow State University, postgraduate studies at the Russian New University
Professional achievements	publications in "Arbitration Practice", "Mergers and Acquisitions", "Join-Stock Company Bulletin", work at the consulting center "Protection Strategy" under the government of Moscow
Area of expertise	M&A, development
Practical experience in the field of the program under examination	22 years of practical experience in civil law, including work at the development company "Hermitage Construction and Management", SMAINEX Development Company,

Name of expert: Baranova Anastasia

Job location, title	Saint Petersburg State University, student
Academic rank and degree	
Honored titles	
Education (specialty, educational organization)	Saint Petersburg State University
Professional achievements	Publication of articles in the journal 中国政法大学 in Chinese; 4 publications in Vox Juris on civil law of the PRC, criminal law and

	research in comparative law; leader of the Chinese Law Students' Academic Club at Saint Petersburg State University, the Russian-Chinese Speaking Club of Saint Petersburg State University; work at the law clinic of Saint Petersburg State University
Area of expertise	tort law of the Russian Federation and China
Practical experience in the field of the program under examination	work at the law clinic of Saint Petersburg State University, internship at the Prosecutor's Office of the Petropavlovsky District