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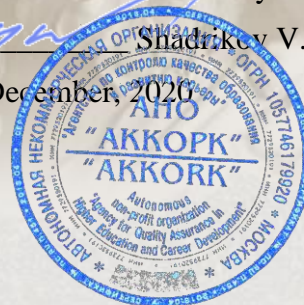
Agency for Quality Assurance in Higher  
Education and Career Development

Approved by

Chairman of the Advisory Council

 Shadrin V.

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



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

Experts: I. Grigorieva  
D. Kuddusov  
A. Bylinkina

Manager: A. Soloveva

**Moscow – 2020**

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## **SUMMARY OF THE PROGRAM**

The Corporate Finance programme (Master's level) in 38.04.08 Finance and Crediting has been delivered at the Russian-Tajik (Slavonic) University, hereinafter referred to as the RTSU, since 2016 as part of the Federal State Higher Educational Standard (abbreviated FSHES) in 38.04.08 Finance and Crediting field of study (Master's level) under Order No. 32 of the Ministry of Education and Science of Russia of 30 March 2015.

The 38.04.08 Finance and Crediting programme specializing in Corporate Finance (Master's level) is provided at the Department of Finance and Crediting, RTSU Economic Faculty, and results in the awarding of a Master's degree.

The programme is implemented at 30 M. Tursunzade Str., Dushanbe, Republic of Tajikistan.

Duration of training: full-time 2 years, part-time 2.4 years.

Head of the programme: Professor I.S. Ashurov, Doctor of Economic Science.

### ***Strengths of the program under evaluation***

The survey of employers confirms that graduates of the programme land higher on their preference scale puts than graduates of competing universities. This is supported by the following strengths and advantages of the programme under accreditation.

1. Despite the high competition and low demand in the financial sector of the Republic of Tajikistan, the programme's graduates have a competitive advantage (knowledge of the Russian language), which offers a high level of communicative and professional skills that provides them with a fairly high likelihood of employment in their field of study.
2. An analysis of the university-provided materials in terms of professional, certification and qualification-related characteristics of personnel structure of the department leads to the conclusion that the qualification characteristics of teaching staff employed in the implementation of the programme exceed similar characteristics of the teaching staff of other higher educational institutions of the Republic of Tajikistan. It ensures a high level of professional training of graduates and a reliable quality assurance of education received in the programme under accreditation.
3. The combination of the content and structure of the programme, its competency orientation, the goals and objectives of the training requirements of the Federal State Educational Standard for Higher Education (hereinafter referred to as the FSES) of the Russian Federation and the educational requirements of the Republic of Tajikistan allows to prepare competency flexible professionals ready

for the international market who is able to combine national and global approaches to solving problems.

4. The well-developed resources of the university, the RSTU's interested and active management as well as that of the Economic Faculty and the degree granting department devoted to its further improvement all ensure compliance with technical, logistic and information requirements for the programme given the modern level of science, technology and production, and creates a favorable learning environment conducive to cultural development and personal growth of students in the programme.

5. A high level of training and methodological support of the educational process in the programme under accreditation, permanent monitoring of learning conditions and outcomes offer evidence of the programme being a solid set of learning and teaching materials and the educational process and determines the high potential for its development.

6. Deep interest on the part of the teaching staff of the department, students and graduates of the programme, and employers to engage in identifying ways of improving the content of the programme and improving training of graduates indicate the possibility of creating a solid institutional framework for such interaction as the basis for quality assurance of education.

### ***Weaknesses of the program under evaluation***

An analysis of the materials and documents submitted by the higher educational institutions as well as the results of conversations and interviews with participants in the educational process, both internal and external, led to the following conclusions.

1. One of the main problems faced by the management of the department and the head of the programme that currently remains unresolved is the need to establish effective interaction with representatives of employers and business communities, which should have an institutional basis and be documented. For example, in the materials for the preparation and conduct of the state final examination, no regulations were found that determine the procedure for determining the topics of graduate qualification works (hereinafter referred to as GQWs) according to the requests (proposals) of employers, the procedure for communicating this information to stakeholders (from graduate students to external users of the site), or the possibility of co-guidance of or consulting the student when working on such GQWs by representatives of employers who recommended the topics. Interviews with students (in the Bachelor degree programme) revealed that they do not have information about the qualifications to be awarded and are not familiar with the description of the educational program. There is also a low level of knowledge about existing resources for students, especially among students of the 1st to 3rd year.

2. The results of the direct assessment of competencies of graduates in the programme under accreditation showed insufficiently developed professional level competencies (PCs) in certain subjects, which in expert's opinion is due to the insufficient share of practical training in the total volume of training and low share of innovative learning technologies, which was also highlighted in interviews with graduates of the programme.

3. The structure of the programme shows a bias towards the prevalence of classes where test and exam materials of which are developed on the basis of theoretical material only (about 70%), which is more than 2 times the share of lectures according to the curriculum. Meanwhile, it was noted in interviews with graduates and employers that the training lacks a practical component, case studies, group project work, and does not fully match the skills of graduates with innovative IT competencies currently used in the professional sphere.

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

1. Institutionalization of relations with employers and graduates of the programme is advised. For example, creating a council (of employers/graduates) or association (of employers/graduates) for the programme or the respective field of study. Thus, the interaction process will become permanent, documented and open to all stakeholders. All proposals of employers should be represented in educational and methodological documentation (for example, in subject syllabi, SFE programs, results of examination of evaluation tools, reports of the chairmen of the State Attestation Commission (hereinafter referred to as the SAC), etc.), and measures for the implementation of employers' proposals should be reflected in orders approving the plans and roadmaps for their implementation.

2. It is necessary to establish a system of monitoring the demand for, employment and retention of graduates with an analysis of the dynamics and forecasting trends in the labor market, which will help to develop a strategy that's well-founded and relevant to the real processes for the development of the programme. It is advisable to involve graduate activists and the graduate association if and when one is created.

3. The content of the programme should attach higher priority to the development of innovative IT professional competencies and educational technology. Since the development of such competencies requires significant financial investment to create favorable conditions for their acquisitions, it seems appropriate to involve partner employers in cooperation in achieving this mutually beneficial goal. For example, it can be done by creating basic departments of the RTSU in the leading banks and financial and credit institutions of the Republic; in any case, this issue can be discussed with employers. It is also common practice to create endowment funds of the higher educational establishments using employers' funds and employ other methods. The issue should be discussed at a meeting of the

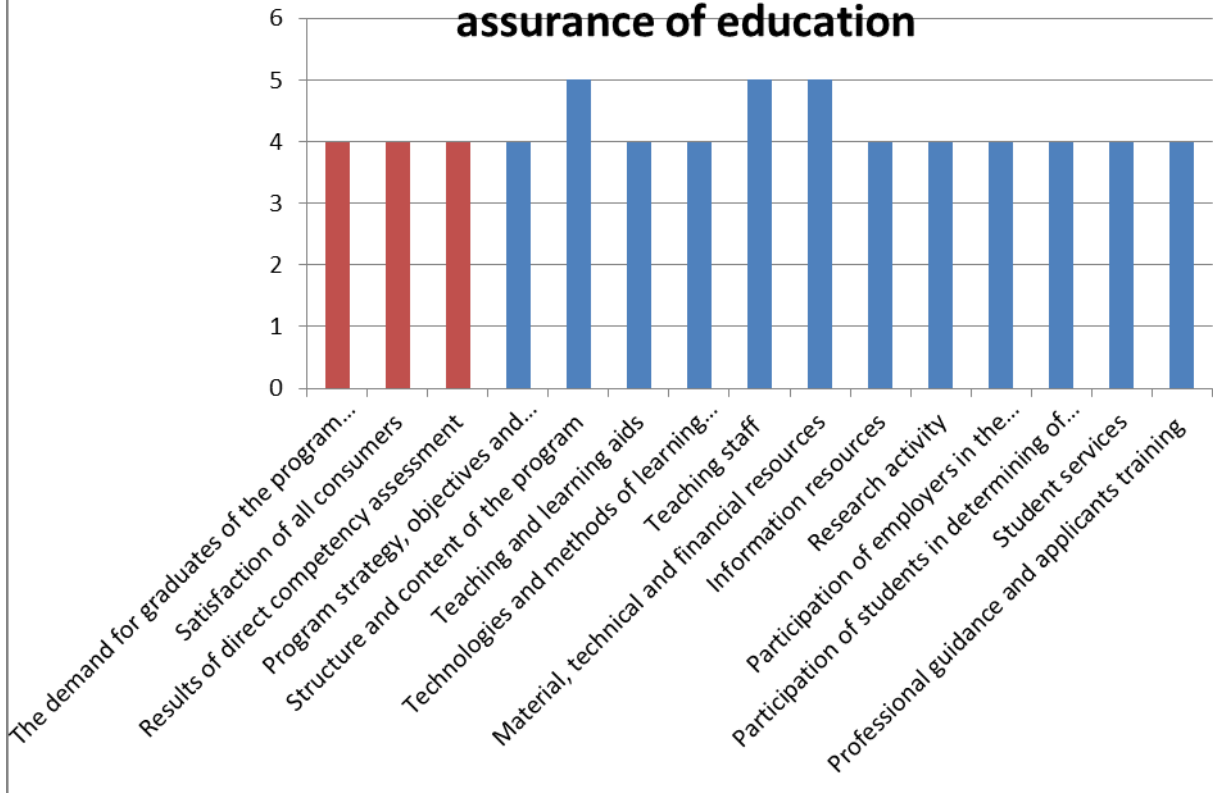
employer council if one is established. Any form of cooperation with employers is possible, especially given the fact that they reported readiness to work together in the interviews.

4. It is necessary to develop a clear strategy for working with applicants so that future students make an informed decision regarding their profession. For example, it is advisable to give applicants more information about a specific profession, such what qualifications will be acquired, in which areas they will be able find a job (including starting their own business), what salary they can expect and what the career prospects are, what health requirements apply, and so on. Each first-year student should be informed about the profession they are studying, what qualifications they will receive, and what competencies they will have. Employers must also have a clear understanding of the content of the Bachelor degree programme in order to actively employ graduates of this level of study. In this regard, the role of the RTSU in properly informing all parties is important.

*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>Good</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>Excellent</i>
	3.	Teaching and learning aids	<i>Excellent</i>
	4.	Technologies and methods of learning activity	<i>Good</i>
	5.	Teaching staff	<i>Good</i>
	6.	Material, technical and financial resources	<i>Excellent</i>
	7.	Information resources	<i>Excellent</i>
	8.	Research activity	<i>Good</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>Good</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*

- Despite the fact that the banking and credit sector of Tajikistan's economy is now experiencing growth (since 2009 the amount of attracted bank deposits and bank loans has increased 1.8 times, the assets of credit organizations has doubled, the assets of microfinance institutions (MFIs) has increased 5.3 times, and granted loans have increased 6 times; the number of bank branches have increased from 237 units to 344 units and that of other operating divisions has nearly doubled), the region's demand for graduates in finance and economics is rather low. Demand is the greatest for lower-level professionals such as operators and cashiers, for which functions a higher economic education is not required.

According to trud.com, only 66 vacancies requiring higher education in finance, crediting, accounting and auditing, and in the banking sector were publicly available in the Republic of Tajikistan as of 26.10.2020. Thus, of the 3,726 vacancies published on this site, only 2 percent are suitable for graduates in the field of study of the programme under accreditation.

- The educational policy of the regional (municipal) regulators has been determined in accordance with the provisions specified in the national strategy of Tajikistan's development until 2030 and aims to provide a "breakthrough in education, fundamental and applied science", creation of a system of lifelong general and professional education in order to create a "strong" framework that meets the needs of the economy, the development of specialized universities recognized in the global scientific and educational environment, and the formation of "knowledge economy".

- The environment in which training is carried out in the Economics programme (specialization is Finance and Crediting) is highly competitive: 9 universities across the Republic of Tajikistan offer training in Economics. The total number of graduates in this field with Bachelor's and Master's degrees is 5310. The total number of graduates in Economics with Bachelor's and Master's Degree at the university is 320. Accordingly, the RTSU accounts for 6% of the total graduates in Economics.

#### *Analysis of the data submitted by the university (conclusions)*

- *The proportion of students who combine study at a university with work in the specialty profile – characterized as sufficient.*

- *The proportion of the contingent of graduates employed within one year after graduating from a public educational institution in the field of training (specialty) obtained as a result of training on the educational program - characterized as insufficient.*

- *The share of the contingent of graduates employed at the request of enterprise – rated as low.*

- *The proportion of students enrolled by order of employers, for example, on the basis of tripartite (targeted) agreements - the absence of such agreements is considered to be a negative factor.*

- *The share of the contingent of graduates working in the field of training in the region – rated as sufficient.*

- *The share of the contingent of graduates working in the training profile outside the region – rated as sufficient.*

- *Number of complaints on graduates – the absence of complaints is a positive factor in assessing graduates.*

- *The number of positive feedback from organizations about the work of graduates – the feedback largely formal and does not appear unbiased and comprehensive.*

- *The proportion of graduates of the EP of this HEI in relation to the share of graduates of all other universities in the region in the educational program – caused by objective factors.*

### **Additional material**

Data on the demand for graduates have been presented according to the results of a self-evaluation conducted by the educational organization. The data for evaluating the criterion were obtained during interviews with graduates and employers during the visit to the HEI.

At the same time, the data presented in the self-examination report indicate that among the graduates of the Master's programme under accreditation, there are no students who have received job offers following internship. This fact is regarded as negative and reduces the overall rating on the criterion of demand for graduates.

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

### **Criterion grade: Good**

- *The proportion of employers who believe that the competencies of the graduates of the program:*

- *fully meet the requirements for modern industry experts – rated as sufficient. (86%).*

- *in general correspond to modern requirements for specialists in this field, but there are minor comments – rated as acceptable (14%).*

- *few graduates whose competencies correspond to modern requirements for specialists in this field* – characterized as high (0%).

- *do not meet the requirements for specialists in this field* – characterized as high (0%).

- *The proportion of graduates satisfied with the learning outcomes* – sufficient (about 72.7%).

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

**Criterion grade: Good**

During the site visit, the expert conducted a direct assessment of the competencies of the graduate students. 2-year students in the amount of 5 people took part (100% of the final course) in the direct assessment.

During the direct assessment of graduates, control and measurement materials prepared by experts were used.

In order to analyse the development of competencies the expert chose the following one:

- Evaluation of direct assessment of competencies that characterize the personality and that are an integral part of his / her professional competence:

**OK-1, OK-3**

- Evaluation of direct assessment of social competencies aimed at the development, maintenance and improvement of communication

**OPK-1**

- Evaluation of professional competencies (“core competencies”) including competencies which reflect the demand (needs) of the federal and/or regional labor markets depending on the major employers of the graduates of the program

**PK-2, PK-3, PK-18, PK-19**

When performing direct assessment of competencies, the experts used the following test and exam materials:

#### Questions

1. Name the methods of scientific learning. What 2 categories do they fall into?

2. Your task is to conduct research in finance. What databases could you use in such a study?

#### Task

1. Calculate the NPV (net present value) of an investment project and make conclusions about the feasibility of investment based on the following initial data:

Initial investment required = USD 500.

Project revenue in the first year = USD 110.

Project revenue in the second year = USD 242.

Project revenue in the third year = USD 399.3.

Discount rate = 10%.

According to the results of the direct assessment of competencies, experts found that 80% of students had completed all the above tasks in the amount of up to 79%.

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 competencies that characterize the personality and that are an integral part of his/her professional competency			
80%	+		
20%		+	
0%			+
The results of direct assessment of social competencies aimed at the development, maintenance and improvement of communication			
20%	+		
60%		+	
20%			+
The results direct assessment of professional competencies (“core competencies”) including competencies which reflect the demand (needs) of the federal and/or regional labor markets depending on the major employers of the graduates of the program			
20	+		
60%		+	
20%			+

When conducting the education quality assessment, the experts got acquainted with 5 of GQW, which amounted to 100 % of the final works of the last year in this area. The experts concluded that the examined GQW meet / do not meet all the requirements stated below.

### GRADUATION QUALIFICATION WORK

№	Objects of estimation	Comments of experts
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.	100% correspond to the specialization and 60% correspond to the current level of development of science

		<p>and technology.</p> <p>The current level of development of science and technology requires an increase in the proportion of GQW topics devoted to the analysis and research of innovative IT technology in finance and crediting, as well as using more modern literature</p>
2.	The tasks and contents of the GQW are aimed at confirming the competencies formation of the graduate.	100%
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.	<p>100%</p> <p>The degree of independence is confirmed by the results of checking for illegal borrowing (plagiarism)</p>
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.	The materials on the organization and conduct of the SFE do not provide documentary evidence of which topics were determined at the request of specific organizations. Based on indirect indicators, the share can be determined at 60%
5.	The results of GQW find practical application in the industry.	60%
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.	<p>0%</p> <p>There is no documentary evidence in the materials on the organization and conduct of the SFE of the extent to which the results of the</p>

		department, faculty, and third-party organization research are used
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*Conclusions and recommendations of experts*

**Conclusions**

The distribution of ratings by criteria (demand for graduates in the labor market — good, consumer satisfaction — good, the results of direct assessment competency — satisfactory) indicates the presence of potential zones for development to improve the quality of the content and learning outcomes of the programme, making it more practice-oriented with consideration of modern technologies in the field of crediting and financial relations. It will increase the attractiveness of the competencies to be acquired by graduates and thereby the demand for them in the regional labor market.

**Recommendations**

1. Organize systematic monitoring of the demand for graduates, their retention in the workplace, career growth, and analysis of the results.
2. Adjust the content of the program for mastering IT competencies in the professional field, since at present there is no complete correspondence of the skills of graduates to the specified competencies.
3. Supplement the programmes with elements of general cultural competencies, at the request of employers, pay more attention to offering workshops necessary for the development of professional competencies related to the development of research tools in the field of finance and crediting, analysing their results, as well as preparing data for financial reviews, reports and scientific publications (PK-2, PK-18, PK-19).

**Additional material**

The educational establishment provided data based on a survey among students of the programme that was verified by experts during the visit. The data provided by the educational institution was verified by experts following the visit.

## **QUALITY ASSURANCE OF EDUCATION**

### ***1. Strategy, objectives and program management. Internal quality assurance system***

***Criterion grade: Good***

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

High efficiency of the programme management system, which allows for periodic internal evaluation of the programme with the involvement of employers.

Programme managers analyze the programme, identify its strengths, determine the tactics for promoting the programme, determining its relevance and unique advantages in comparison with competitors.

#### ***Recommendations***

1. The strategy for the programme needs to enhance the role of quantitative indicators of development, strengthen the focus on innovative IT competences, which have become widely developed in finance.

2. To enhance interaction with employers and strengthen their role in improving the content and development strategy of the programme, it is recommended to create RTSU departments at leading organizations and institutions in crediting and finance of the Republic, develop bilateral cooperation in organizing practical training at employers' premises, and make use of their potential.

#### ***Additional material***

During the visit, interviews were conducted with employers, students, teachers, the results of which allow experts to confirm the above recommendations.

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

***Criterion grade: Excellent***

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

The structure and content of the program, the competence model and the "graduate portrait" are substantially compliant with the requirements of the educational standards of the Russian Federation and the Republic of Tajikistan.

A special feature of the program, which is also its strength, is the fact that the research component, in addition to two types of research work, is strengthened by research practice, and there is a solid basis for developing teaching competencies with subjects such as Higher Educational Institution Pedagogy and Higher Educational Institution Psychology as well as teaching practice.

#### ***Recommendations***

1. Increasing the proportion of GQWs the topics of which are determined by requests of enterprises to at least 50% of the total number of GQWs with continuous increasing of those in the future, documenting GQWs topics submitted by employers. At the same time, it is necessary to explain to students the advantages of choosing employers' topics, increase their interest in choosing topics at the request of employers, so that the number of theses on topics proposed by employers is brought to the level of 80 to 100%.

2. Reports of implementation should contain more specific information (for example, when, which management body or official made a decision to implement the result of the GQW, documentary evidence such as an order/decreed, an extract from the protocol), statistics confirming the implementation of the results of the GQWs in practice should be made accessible to the public on the university's website.

### ***Additional material***

During the visit, the experts held meetings with students in the programme. One of the issues discussed was whether the structure and content of the programme meets the expectations of students as its direct consumers. Students believe that despite the fact that the Master's programme should provide serious philosophical, methodological and theoretical training, its practical component should still be strengthened. Based on the results of the meetings, the experts concluded that it is necessary to increase the share of project classes and trainings based on real situations in the credit and financial services market to at least 70%.

### ***3. Teaching and learning aids***

***Criterion grade: Excellent***

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

The high level of development of the components of the teaching and learning materials of the programme ensures its effective methodological support.

#### ***Recommendations***

1. Increase the share of test and exam materials developed on the basis of real cases to 70%.

2. Reduce the share of test and exam materials developed on the basis of theoretical material only to 30%.

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

***Criterion grade: Good***



### ***Program strengths***

When implementing the program, the practice of offering workshops by representatives of the business community and employers is used. But such workshops are isolated cases and not structural/regular.

### ***Рекомендации***

1. Expand the practice of conducting workshops involving employers and leading industry specialists (scientists, researchers, practitioners, and politicians).
2. Apply digital technologies to study the field at a more in-depth level, organizing webinars/workshops with foreign experts, and searching for new knowledge. This could be a significant factor in improving access to knowledge.

## ***5. Teaching staff***

***Criterion grade: Good***

### ***Program strengths***

The staff of the programme has high professional characteristics and a high development potential.

### ***Recommendations***

1. When forming plans for further training, training and retraining of teaching staff, it is advisable to involve employers whose recommendations will help to acquire new teaching competencies that increase the effectiveness of the training technologies used in accordance with the requirements and characteristics of the current state of the crediting and finance sector of the economy.

2. Teaching and learning materials involved by teaching staff in the Master's programme should be of a quality that would allow them to be used in teaching in other universities, both inside the republic and outside. TLM quality should be confirmed by the presence of external reviews, discussions at inter-institutional training workshops and on the Internet, testing in the educational process of other universities through a system of workshops, etc.

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

***Criterion grade: Excellent***

### ***Program strengths***

The university's well-developed resources (12 buildings, including a dormitory, eating places, 943 personal computers, an electronic library, etc., 69.5% of the classrooms equipped with resources to ensure access to information and inclusive education), the RSTU's interested and active management as well as that of the

Economic Faculty and the degree granting department devoted to its further improvement.

### ***Recommendations***

1. It is strongly recommended to involve employers in the joint search for additional sources of funding for the formation of the necessary funds for the purchase of IT technologies, databases and software products to meet the requirements of digitalization in economic training and the introduction of modern competencies.

### ***Additional material***

The interviews with teachers and students conducted during the online visit confirm the results of the previously held written survey showing almost 100% satisfaction of participants in the educational process with the material and technical conditions for the programme implementation.

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

***Criterion grade: Excellent***

### ***Program strengths***

The electronic information and educational environment created at the University allows for effective use of the information infrastructure for creating, storing and delivering educational content, ensures accessibility of e-learning resources to students and teachers in the respective field, allows teachers, students and staff of the higher educational institution to share information with each other, provides administrative and technical support for the processes of programme management and contributes to information transparency of the programme.

### ***Recommendations***

1. Attract more funds from external sources to finance the support and development of the electronic information and educational environment. For example, organizing at employers' premises and making use of employers' IT resources can save the RTSU considerable resources. The establishment of an endowment fund in at the RTSU can also open up great opportunities in this regard.

## ***8. Research activity***

***Criterion grade: Good***

### ***Program strengths***

High research performance of the department's teaching staff and a well-thought-out and effective system of motivation for encouraging research participation.

### ***Recommendations***

1. Intensify the effort to obtain patents and certificates of compliance of research results with Russian and international quality standards as part of the total research in the respective field of study.

### ***Additional material***

During the preparation and conduct of the online visit, the participation of students in scientific clubs was analyzed. There are three scientific clubs for students in the programme under assessment, namely Young Economist, Audit Bookkeeper, and Financier. The main purpose of the scientific clubs is to engage students in the research activities of the department and to deepen their professional specialization. The percentage of students who regularly attend the scientific clubs is 22.3%. The percentage of students of the programme under accreditation who participated (whether as reporters or not) in conferences in 2019 is 90% (according to the data provided in the self-evaluation report). Students took part in international competitions and Olympiads, round tables discussions, and also participated in 3 research projects together with teachers of the department.

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

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

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

The policy of the educational institution in terms of improving the quality of education and its regulatory framework is aimed at attracting employers to participate in the educational process in order to improve its quality and update the content of the programmes.

#### ***Recommendations***

1. It is advisable to intensify the participation of employers in forming the matrix of modern competencies in programmes and to include "invited" members (or "external" members, "agreed-on" members, or "consulting" members — a practice used today in educational institutions of the Russian Federation is diverse) of the RTSU Scientific Council who are invited to attend a meeting (or participate remotely) in cases when issues related to the orientation of programme to labour market requirements and current requirements in the professional field.

2. The involvement of employers in the discussion and approval of programmes should be mandatory. This is important from the point of view of taking into account the opinion of employers on the need for specific competencies.

### ***Additional material***

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

Interviews with employers were held during the online visit. The employers noted that graduates have insufficiently formed competencies related to their professional activity in modern conditions, in particular using innovative IT technologies, which led to the recommendations made above.

Employers also noted a lack of general cultural competencies, such as initiative, analytical abilities and decision-making in unexpected situations, and so on.

In addition, employer representatives expressed their desire to participate in improving the programme during the interview, but they do not know how to report their willingness to contribute to the educational institution. This fact shows that, despite the existence of a regulatory framework and the absence of any formal restrictions for interaction with employers under the programme under accreditation, practical cooperation between the parties in this area has not yet been established. This was the reason for the decrease in the overall rating for the criterion of employer participation in the programme implementation.

## ***10. Students' participation in the program contents determination***

***Criterion grade: Good***

### ***Program strengths***

Students regularly participate in a survey, the results of which provide the department's management with information about current trends in the life of the faculty and are used in updating learning and teaching materials in respective subjects.

### ***Recommendations***

1. To increase the degree of influence that students have on the organization and management of the educational process. For example, student representatives can be members of academic councils at all levels, as well as be included in commissions that review the results of surveys.

2. It is advisable to develop a system of measures that encourage and motivate students to participate in determining the content of the programme.

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

***Criterion grade: Good***

### ***Program strengths***

The programme is implemented in a favorable educational environment that promotes the general cultural development and personal growth of students enrolled in the programme.

- Active multi-faceted activities at the Department of Education and Youth Policy of the RTSU with the aim of increasing the spiritual, moral, cultural, aesthetic, intellectual, and physical potential of students. Students are provided with many opportunities for comprehensive self-development; there are 18 creative clubs and studios.

- At the programme implementation level, there are various mechanisms for student support (financial aid, awards, trips, recreation camps, targeted payments to students, etc.) and encouraging students for achievements in extracurricular activities (accrual of additional points, certificates of appreciation, and cash prizes).

- In addition, students have the opportunity to take additional courses and programs, such as internships abroad, including language and computer courses, various seminars and trainings.

- Computer classes, a library with a reading room and subscription, canteens and cafeteria, as well as a sports hall and a medical center are freely available.

- There is an internal recruitment agency for students and graduates.

- Students are given the opportunity to transfer from paid to free-of-charge education for excellent performance in studies and research as well as active engagement in community life.

### ***Recommendations***

1. Promote an increase in the proportion of students enrolled in the programme who attend various additional courses to 50% (currently it is only 10%), since today the leading trend in the educational process is to expand the interdisciplinary aspect of the content of programmes and enhance the importance of additional education.

2. Take measures to attract partner banks that will issue educational loans to students in the programme.

## Curriculum Vitae of Experts

Name of expert: Irina Grigorieva

Job location, title	Saint Petersburg State University
Academic rank and degree	Candidate of Economic Science, Associate Professor
Honored titles, degrees	-
Education	Higher
Professional achievements	Gratitude of the Minister of Education of the Russian Federation for scientific and pedagogical activity
Area of expertise	Education Quality Management, Economic Theory
Practical experience in the field of the program under evaluation	7 years

Name of expert: Dzhamshed Kuddusov

Job location, title	Director of the Sotsservice Research Center.
Academic rank and degree	-
Honored titles, degrees	-
Education	Higher, technical
Professional achievements	Author of 3 laws in the field of employment, labor market and vocational education (two of which were adopted) and a number of state industry programs
Area of expertise	Labor Economics, Labor Market and Employment
Practical experience in the field of the program under evaluation	5 years

Name of expert: Anna Bilinkina

Job location, title	Graduated from Plekhanov Russian University of Economics, Moscow
Academic rank and degree	
Honored titles, degrees	
Education	- Bachelor degree programme (Management, Plekhanov Russian University of Economics, Moscow, 2018 (cum laude));
Professional achievements	- Master's degree programme (Management, Plekhanov Russian University of Economics, Moscow, 2020 (cum laude));
Area of expertise	Launch of the Moscow Central Diameters project in 2019
Practical experience in the field of the program under evaluation	Project management, international management, IT projects