AKKORK

Agency for Quality Assurance in Higher Education and Career Development

Approved by

Chairman of the Advisory Council

_____ V. Shadrikov

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REPORT
on the results of the external evaluation of the educational program Linguistics
Bachelor degree
Russian-Tajik (Slavonic) University (RTSU)

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SUMMARY OF THE PROGRAM

The Bachelor degree program specializing in Linguistics implemented by the International Educational Institution for Higher Education "Russian-Tajik (Slavonic) University" is a system of documents developed and approved by the university in accordance with the requirements of the labor market and based on the Federal State Educational Standard for Higher Education in the respective field of study (FSES HE).

Qualification (degree): Bachelor degree; full-time education; program duration: 4 years. The program was developed and is headed by L.Saidova, PhD in Pedagogical Sciences, Associate Professor, Head of the Chair of English Philology. The program has been implemented since 2011.

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

Strengths of the program

During interviews students demonstrated good knowledge of the Russian and English languages, as well as a fairly high level of general professional training; the students, graduates and Teaching staff expressed overall satisfaction with their work and studies at the Faculty of Foreign Languages, which implements the Linguistics program; the Faculty has substantial material and technical resources, including a modern laboratory for simultaneous translation; has established close ties with employers, created favorable conditions for further continuation of study in the field of Linguistic education (Master and postgraduate); the majority of graduates work in their field of training (72%); more than half of graduates were employed following the internship (52%); 80% of employers rated the level of graduates' mastering of necessary competencies on 5 (excellent) on a 5-point scale.

The Chair maintains close ties with employers and involves them in the implementation of the program. Teachers update the content of their respective subjects in accordance with the requirements of the labor market, organize practical training at translation agencies and international centers, maintain international relations and strive to arrange for internships abroad.

Weaknesses of the program

The online visit, interviewing, self-evaluation report and direct assessment of competencies showed insufficient development of academic mobility of students, insufficient attention to the study of the Tajik language, language theory and translation, absence of workshops in the structure and content of the program under review; a low percentage of Graduate Qualification works prepared at the request of enterprises and applied in practice (2%); absence of Graduate Qualification works that were applied by small or medium-sized businesses, as well as

successfully commercialized results of research and entrepreneurial work of students.

Teachers do lack opportunities for regular professional development (once every 3 years in the respective subject field once every 3 years in ICT); there is only occasional further training that does not involve 100% of the Teaching staff.

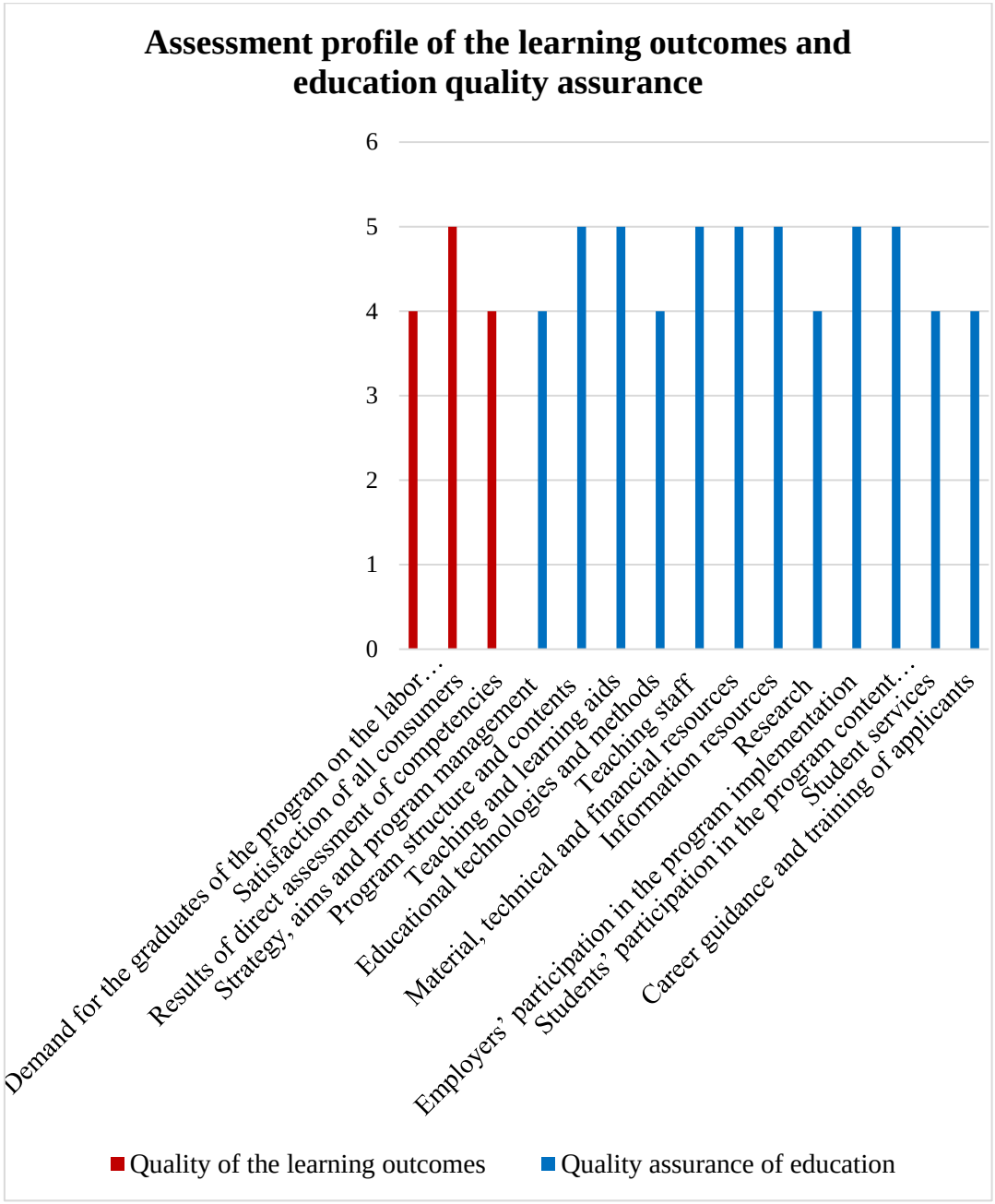
Main Recommendations

It is recommended that the development strategy of the Linguistics program (Bachelor degree) include an increase in academic mobility of students, including distance learning; it is also advised to increase the number of hours in the core curriculum or in the framework of further education allocated to the learning of the Tajik language; to strengthen the training of students in the Theory of language and translation by allocating more hours to courses aimed at developing the competencies provided for by the FSES HE (Lexicology, Grammar, Stylistics, First Foreign Language; Methodology of Translation, Notes during Oral Consecutive Interpreting, Interpreting and Translation in the first and second foreign languages), to exclude courses not associated with the formation of competencies of a Bachelor of Linguistics in the respective field of studies (Simultaneous Interpreting, Literary Translation); to incorporate workshops involving employers and graduates in the content of the educational program; to increase the share of Graduate Qualification works prepared at the request of enterprises/organizations; to proceed with the preparation of Final Qualification works which could be applied in practice by small or midsize businesses; to encourage independent student projects and joint projects with the Teaching staff which could lead to the successful commercialization of research and entrepreneurial work.

It is necessary to provide for the introduction of a system of professional development for all members of the Teaching staff, including remote options with partner universities in the Russian Federation.

Assessment profile of the learning outcomes and education quality assurance

No.	Criterion		Assessment
I	*Quality of the learning outcomes*		
	1.	Demand for the graduates of the program on the labor market	*good*
	2.	Satisfaction of all consumers	*excellent*
	3.	Results of direct assessment of competencies	*good*
II	*Quality assurance of education*		
	1.	Strategy, aims and program management	*good*
	2.	Program structure and contents	*excellent*
	3.	Teaching and learning aids	*excellent*
	4.	Educational technologies and methods	*good*
	5.	Teaching staff	*excellent*
	6.	Material, technical and financial resources	*excellent*
	7.	Information resources	*excellent*
	8.	Research work	*good*
	9.	Employers' participation in the program implementation	*excellent*
	10.	Students' participation in the program content determination	*excellent*
	11.	Student services	*good*
	12.	Career guidance and training of applicants	*good*


Assessment profile of the learning outcomes and education quality assurance
6
5
4
3
2
1
0
Demand for the graduates of the program on the labor…
Satisfaction of all consumers
Results of direct assessment of competencies
Strategy, aims and program management
Program structure and contents
Teaching and learning aids
Educational technologies and methods
Teaching staff
Material, technical and financial resources
Information resources
Research
Employers' participation in the program implementation
Students' participation in the program content…
Student services
Career guidance and training of applicants
Quality of the learning outcomes
Quality assurance of education

QUALITY OF THE LEARNING OUTCOMES

1. Demand for the graduates of the program on the federal and regional labor market

Criterion assessment: good

Analysis of program's role and place

In present-day conditions Republic of Tajikistan shows high demand for professionals who are fluent in the Russian language, which is an instrument for professional activity. The International Educational Institution for Higher Education RTSU is currently the only higher educational institution in the Republic of Tajikistan that provides training in this area in accordance with the Federal State Educational Standard in the official language of the Russian Federation.

Various recruitment agencies, such as https://hh.ru/; https://somon.tj/vakansii/obrazovanie-kultura-iskusstvo/; https://www.domkadrov.ru/ and others, indicate demand for Russian and Tajik linguistics and translation professionals in the Republic of Tajikistan as well as the Russian Federation.

Other higher educational institutions in the Republic of Tajikistan also train Bachelors in Linguistics with the same set of languages, but training is delivered in the students' native Tajik language. Key universities in this field include the Khujand State University (KSU, Khujand, RT, number of students in Linguistics: 1400 students), the Dushanbe branch of the Moscow State University named after M. Lomonosov (number of students in Linguistics: 99 students).

The results of the self-evaluation (surveys and statistics), as well as interviews with graduates and representatives of employers have led experts to the following conclusion:

- it takes graduates up to 3 months to find employment;
- the percentage of graduates working in their field of study in the respective region — 72%; the percentage of graduates working outside of their field of study — 28%;
- 100% of feedback from organizations employing graduates of the Chair is positive;
- 126 working graduates were surveyed, of whom 47% are completely satisfied with their career growth, 45% are mostly satisfied, and 8% are not satisfied.

The survey of employers on the competencies that they find relevant (GPC-2; PC-10, 12, 15, 18) showed that graduates have all the requested competencies. 80% of the employers evaluated the level of possessing of the necessary competencies at 5 on a 5-point scale, where 5 points corresponds to a high level

and 1 to a low level, and 20% of employers rated the level of competency possession at 4 points.

Thus, it is safe to state that 100% of the graduates fully and mostly meet the requirements for modern specialists in the industry.

Analysis of information indicators submitted by the higher education institution

- The percentage of students combining study at the higher education institution with work in their specialization field – 2%.
- The percentage of graduates who found employment within one year after the graduation from the educational institution in the field of education (specialization) – 100%.
- The percentage of graduates employed on request of employers – 52%.
- The percentage of students trained on request of employers, for example, under tripartite (target) agreements – 0%.
- The percentage of graduates working in their specialization field within the region – 72%.
- The percentage of graduates working in their specialization field outside of the region – 0%.
- Number of complaints on graduates – 0.
- Number of positive feedbacks on graduates from organizations – 100% employers' feedback.
- The percentage of students of the program admitted for Master's programs who have completed training under Bachelor's programs– 48,6%.
- The percentage of graduates in the program as compared to that of graduates of all other universities in the region in the program is 16%.

Graduates distribution data was provided according to the results of self-evaluation conducted by the educational institution. The data provided by the educational institution was verified during the study of relevant documents.

Additional information

Independent assessment of graduates' competencies was conducted by P. Kosimov, Director General of Irtibot TJ among 4th year students. 83% of the graduates passed the independent assessment successfully. The results of the independent assessment showed that students mostly possess professional competencies that allow them to address the challenges in research and translation related professional activities to the following extent: 17% — satisfactory; 50% — good; 33% — excellent.

2. Satisfaction of consumers with the learning outcomes

Criterion assessment: excellent

The percentage of employers who believe that the competencies of graduates of the program:

- are substantially compliant with the requirements for modern professionals in the industry — 80%;
- mostly meet modern requirements for professionals in this industry with minor deficiencies — 20%;
- there are few graduates whose competencies meet modern requirements for professionals in this industry — 0%;
- do not meet the requirements for professionals in this industry — 0%.
- The percentage of graduates who are satisfied with their learning outcomes is 98%.

3. Direct assessment of competencies by reviewers
Criterion assessment: good

In the course of the online visit, a direct assessment of the competencies of final-year students was made.. Five 4th year sttudents took part in the direct assessment, which is 8.3% of the final year course.

During the direct assessment of graduates, evaluation tools prepared by experts were used.

To carry out a direct assessment of the competencies developed, the experts selected competencies that can be evaluated within the framework of a remote assessment.

To analyze the development of competencies, the experts selected the following ones:

- Assessment of competencies that characterize linguistic and translation erudition, which is an integral part of the professional competence of a Bachelor degree graduate of this program:

GPC-1 - the ability to use the terminology of Philosophy, Theoretical and applied linguistics, Translation studies, Language teaching and the Theory of intercultural communication to address professional challenges;

GPC-3 - possession of a system of linguistic knowledge, which includes knowledge of the main phonetic, lexical, grammatical, word-forming phenomena and patterns of functioning of the foreign language being studied as well as its functional varieties.

- Assessment of professional competencies (core competencies), including competencies that reflect the requirements of the regional and/or federal labor market, depending on the main consumers of program graduates:

GPC-7 - the ability to freely express one's thoughts, adequately using a variety of language tools in order to highlight relevant information;

GPC-8 - knowledge of the features of the formal, neutral and informal communication registers.

During the direct assessment of competencies, the experts conducted a questioning on basic courses in Linguistics and Translation Theory as well as a conversation in English.

Here are some examples of the theoretical questions:

What is the system and structure of a language?

What issues does communicative linguistics address?

What is the theory of the levels of equivalence?

Here are some examples of questions in English:

1) What do you think about the role of English in the modern world?
2) How could you introduce your university in English?

- Assessment of competencies aimed at the development, maintenance and improvement of communications:

GPC-18 - the ability to navigate the labor market and employment in terms of one's professional activities, possession of skills of existential competence (studying the labor market, preparing a CV, attending interviews and negotiations with a potential employer);

GPC-19 - proficiency in organizing group and collective activities to achieve the team's shared goals.

To carry out a direct assessment of the competencies developed, experts used the following evaluation tools:

Questions asked:

- What types of project work do you know? How did you complete your translation practice assignments?
- What is the role of international and national translation organizations in shaping the translation market?

Based on the results of a direct assessment of competencies, experts identified a sufficient level of competency formation in the majority of students:

Level / Share of students	Sufficient level (students coped with 80 % of the proposed tasks)	Acceptable level (percentage of the solved tasks is from 50 to 79 %)	Low level (percentage of the solved tasks is less than or equal to 49 %)
Assessment of competencies that characterize linguistic and translation erudition, which is an integral part of the professional competence of a Bachelor degree graduate of this program			
90%	+		
10%		+	
Assessment of professional competencies (core competencies), including			

competencies that reflect the requirements of the regional and/or federal labor market, depending on the main consumers of program graduates.			
90%	+		
10%		+	
Assessment of competences aimed at the development, maintenance and improvement of communications.			
50%	+		
30%		+	
20%			+

When assessing the quality of education, experts reviewed 5 GQWs, which was 12 % of last year's GQWs in this field. GQW defense rate: 100%.

The experts conclude that the reviewed GQW meet the requirements stated below as follows:

GRADUATE QUALIFICATION WORKS

№	Assessment criteria	Reviewers' comments
1.	Topics of GQW correspond to the field of training and the current level of development of science, engineering and (or) technology in the program field.	100% compliant
2.	Tasks and contents of GQWs are aimed at confirmation of formation of competencies of the graduate.	100% compliance in the formation of competencies in the field of Linguistics, but no focus on Translation and Translation Studies.
3.	Degree of use of the materials collected or received during the pre-degree internship and course projects in the implementation of independent research parts of the GQW.	100% compliant
4.	The topics of GQW are determined by the requests of industry organizations and the tasks of experimental activities, implemented by the teachers of the HEI.	2,1 % of GQW topics are determined by the requests of industry organizations.
5.	GQW results find practical application in industry.	1,8% of GQW results find practical application in industry.
6.	Degree of use of the research results of the	100% compliant

	Chair's, Faculty's and third-party research and production and / or research organizations in the implementation of independent research parts of the GQW.	

Reviewers' recommendations and conclusions

The demand for graduates of the Linguistics program (Bachelor degree) is quite high, since 72% of graduates work in their field of study; they have sufficient knowledge in the field of the foreign languages studied (according to the direct assessment of competencies); 92% of graduates are satisfied with their career growth; 100% of employers' feedback is positive; 52% of graduates received job invitations as a result of their internship and were employed at internship locations; 80% of employers evaluated the level of graduates' possession of necessary competencies as high; the university's structure includes a department responsible for arranging practice and internship as well as monitoring graduates' employment.

Weaknesses consist in the small share of Graduate Qualification works that were applied in industry and that were prepared at the request of enterprises/organizations (1,8%).

Recommendations

- To increase the share of Graduate Qualification works prepared at the request of enterprises/organizations, which could be further applied in enterprises/organizations.
- Include a translation aspect in GQW topics.

Additional information

Based on the results of the student survey, the educational organization presented the data, which were verified by reviewers during the online visit. The data provided by the HEI were confirmed by the reviewers.

QUALITY ASSURANCE OF EDUCATION

1. Strategy, aims and program management
Criterion assessment: good

Strengths

During the online visit, interviews with graduates and employers, and while studying the self-evaluation reports of the Linguistics program (Bachelor degree), it was found that the program development strategy is consistent with the prospects of development of the regional labor market and industry trends in the field of study taking into account the specialists graduating from other universities in the field of study of the program. The RTSU has approved the Regulation on Interaction and Cooperation with Employers and the Regulation on Internal Monitoring of the Quality of Education, which envisage the program's updating in accordance with changing labor market conditions; the program is consistent with the market's needs in terms of its objectives, which was confirmed in interviews with employers; the quality of the program is controlled during professional accreditation held once every five years (the last accreditation took place in 2016).

Since graduates know not only their native Tajik language but also Russian, English, and German, they enjoy broad employment opportunities both in the Republic of Tajikistan and abroad; there are close ties with employers involved in the development of various disciplines, internship programs, FSE, defining competencies, and research activities of the university.

Recommendations

- Take into account the specialization in Translation and Translation Studies in the formation of competencies for GQWs.

Additional information

The employers interviewed during the online visit, showed a high degree of satisfaction with the level of competencies formation of program graduates.

During the online visit, the reviewers interviewed students and teachers and obtained data that allows the reviewers to conclude that the interviewees were highly satisfied with the quality of the program. (83% of students).

During the self-evaluation, the educational institution provided data on teachers' satisfaction with the personnel policy (53% were fully satisfied, 3% were partially satisfied, 32.5% were not satisfied, and 11.5% were not sure) and the current motivation system (fully satisfied — 45%, partially satisfied — 5%, not satisfied — 40%, not sure —10%). There is a generally positive attitude to this HEI policy among the Teaching staff.

In the course of the online visit, interviews were conducted with the Teaching staff involved in the implementation of the program, which allows for an overall high assessment of the quality of the program.

Upon the results of the interview, reviewers conclude that the quality of the educational program is quite high.

2. Program structure and contents

Criterion assessment: excellent

Strengths

The competency model of the program's graduate, a specialist in Linguistics, Translation theory and practice, Tajik, Russian and other foreign languages, has been recognized by the State, the regional labor market, social partners, and students. To ensure the quality of the program, Evaluation tools Fund and FSE syllabi, the opinion of various stakeholders is taken into account; questions for the FSE and evaluation criteria allow to assess the extent to which the stated competencies have been developed; employers involved in the development and approval of the program, disciplines' syllabi, and practices, prepare students' profiles at the end of their internships and participate in the FSE.

The content of the program is structured in such a way that subjects in the curriculum are selected based on educational and practical training of students within the established study period; a number of training sessions, scientific conferences based on internship and practice results are held, to which employers are invited.

The organization of the educational process specializing in Linguistics meets the requirements of the Federal State Educational Standard in Linguistics. All TLA of the program is built in accordance with the types of training sessions and educational works that are in full compliance with the content of the program specializing in Linguistics and include all the academic disciplines necessary for the development of the stated competencies. Practices contribute to the development of practical skills necessary for a graduate of the program.

The syllabus of each subject (module) in Linguistics clearly specifies the final learning outcomes in connection with the knowledge, skills and competencies acquired in the program, taking into account the Master's degree program in Translation Theory and Intercultural/Interlingual Communication.

Recommendations

Since the share of GQWs made at the request of enterprises and the practical application of research works of students is only 2%, it is recommended to increase the number of GQW topics which are developed with partner enterprises of the program; to develop GQWs that could be used by small and medium-sized businesses; and include workshops in the program structure and content; to

increase the share of academic disciplines developed with the participation of employers, which is currently about 60%.

During the online visit, experts held meetings with students and alumni of the evaluated program. One of the issues discussed was the correspondence of the structure and content of the program to the expectations of the direct consumers of the programs - students. Upon the results of the meetings, experts conclude that students and alumni are fully satisfied with the structure and content of the program.

3. Teaching and learning aids.
Criterion assessment: excellent

Strengths

The development of all TLA involves Teaching staff of the Chair as well as employers.

Employers take part in the preparation of syllabi, practices syllabi, guidelines for seminars, practical classes, and materials for independent work.

Recommendations

- Develop the project "Improvement of the electronic information and educational environment in order to improve the quality of education and develop professional competencies of RTSU graduates", which provides for the development of electronic modules in disciplines for organizing multimedia online and offline training.
- Make the implementation of e-learning at the program level part of the higher educational institution's strategy.

4. Educational technologies and methods.
Criterion assessment: good

Strengths

The educational technologies used as well as methods of preparing and conducting the main types of training sessions, enable the mastering of training courses and contribute to the achievement of the stated objectives of the program. The use of educational technologies and techniques is regulated by internal standards.

Currently, reviewers can state full-scale implementation of the following types of educational technologies at the university: integrated learning technologies

and face-to-face technologies. And the priority of the university is the development and subsequent implementation of distance learning technologies that are in high demand given the current situation.

The educational process uses active (interactive) forms of classes such as role-playing and business games, seminars, lectures, presentations, trainings, etc. Due to the involvement of such a variety of technologies and techniques, it is possible to fully cover the content of training courses and develop stated competencies.

The technologies and methods used in the educational process are reflected in the disciplines' syllabi.

The results of mastering each discipline should be considered in conjunction with others, because they are all aimed at achieving a single goal, namely the development of the necessary competencies. The technologies and techniques used in the educational process are accompanied by a variety of TLA.

When developing the TLA, the opinion of both employers and students is taken into account, as evidenced by the interview data.

The university's Teaching staff is constantly improving the TLA used in the educational process. The adjustment process is monitored by the management through the Teaching and Learning Department.

Recommendations

Interactive technologies (trainings, business games, etc.) are not widely used in the educational process, and the Electronic Information and Educational Environment is not used to the extent to which it is widely used at Russian universities. The program implemented under the RF FSES needs to expand the opportunities of multimedia online and offline learning, so the project "Improvement of the electronic information and educational environment in order to improve the quality of education and develop professional competencies of RTSU graduates", which includes the development of electronic modules in the disciplines to organize multimedia online and offline learning, as well as the implementation of e-learning at the program level, deserves all the support.

5. Teaching staff

Criterion assessment: excellent

The Chair is equipped with Teaching staff in accordance with the Regulations on the Procedure for Recruiting Academic and Pedagogical Workers in Higher Educational Institutions of the Russian Federation under an employment contract with preliminary competitive selection.

The educational process involves personnel whose qualifications allow for implementing the educational process using approved educational technologies and methods. Only teachers who have passed competitive selection are involved in the educational process. The competitive selection of Teaching staff takes into account the results of scientific, Teaching and Learning, organizational-methodical, and

innovative activities and training of the Teaching staff in accordance with the requirements of the university.

36 teachers take part in the educational process of Linguistics program; 26 (72.2%) have certificates of further training which allow for implementing the educational process using approved educational technologies and methods.

Recommendations

Over the past three years, not all the Teaching staff have completed advanced training or internships on the use of approved technologies and techniques. It is necessary to create appropriate conditions for improving the skills of all Teaching staff members.

6. Material, technical and financial resources of the program

Criterion assessment: excellent

Strengths

To ensure effective and efficient organization of the training process, the operational department of the HEI has 12 buildings and facilities, including dormitories and public catering places. The total area of the facilities used is 34231 m^2. The total number of personal computers is 943, with specialized licensed software installed on them. The university has an electronic library. The library stock consists of over 119,896 titles.

69.5% of the classrooms, including the Chair's premises, are equipped with resources that ensure the availability of information necessary for the effective activities of the educational process participants. There is a language lab (No. 111), a simultaneous translation room (No. 212) at the Faculty of Foreign Languages, and the RTSU Center for the Development of Professional Competencies. 95% of the teachers are satisfied with the quality of classrooms, laboratories, Chairs, the library's stock and reading room.

Recommendations

The use of well-equipped classrooms is not possible without good ICT capabilities of the university, which create opportunities for the DL system, e-learning, etc.; these need to be developed.

7. Information resources

Criterion assessment: excellent

Strengths

The university has an electronic educational environment at www.rtsu.tj/ru
https://eiosrtsu.ru/

The students and Teaching staff of the university have access to the curricula, syllabi of disciplines (modules), practices, titles in electronic library systems and electronic educational resources that are referenced in the syllabi; the timetable and the course of the educational process, the results of interim control and the learning outcomes of the program; the university uses kreuch to support its credit-rating system. This system contains all basic information on full-time education such as the number of students, information about scores, test assignments for the final examination, transcripts, cumulative and summary statements for academic groups by subjects. Data is to be entered into the system directly by teachers (in terms of points); all other information is generated by employees of the RTSU Center for Information Technologies and Distance Learning with the participation of Teaching staff.

The project "Improvement of the electronic information and educational environment in order to improve the quality of education and develop professional competencies of RTSU graduates" also included the development by the Teaching staff of online courses in certain subjects that are available on the RTSU educational portal at http://rtsu.inoo-omsu.ru.

Students and teachers of the university have access to the following scientific information resources:

- Russian electronic library systems like Lan ELS and Urait ELS;
- access to foreign electronic resources of the Springer Nature publishing house in accordance with the official notification letter of the Russian Foundation for Fundamental Research (RFFR) No. 628/1 dated 24.05.2018 on granting licensed access to the content of the Springer Nature publishing house databases in 2018 on the terms of a national subscription. The possibilty of granting the University access to full-text scientific resources of foreign publishers Springer Nature and Elsevier in 2020 is being discussed.

Recommendations

It is advisable to optimize the ICT capabilities of the university, to create opportunities for the DL and e-learning system, without which the use of well-equipped classrooms is not possible.

8. Research work

Criterion assessment: good

Strengths

The organization of research work of teachers in the program uses the following integral approach:

1) research work which implies creating new theoretical approaches, achieving results in the areas of obtaining new knowledge and their application (fundamental and applied research);
2) research and methodological work, which implies developing new methodological approaches and techniques and creating new learning materials based on them;
3) Teaching and Learning work, which involves the introduction of T&L developments into the educational process.

Teachers of the Chair can therefore perform Chair-based work on university-wide (all-faculty) and the Chair's research topics based on the list of research topics approved by the Academic Council of the University. The data provided makes it clear that over the last three years (2017-2019) the Teaching staff involved in the program have published a total of 32 titles, that is, 10.9% of the total number of articles in the University.

The high quality of the organization of research work of students (R&D) should be noted, which is one of the important components of training of highly qualified professionals. During the past year, students of the university have taken part in scientific events of various kinds at the University and abroad: conferences, symposiums, round tables, seminars, forums, Olympiads, competitions, and expeditions.

The University runs a project titled Parallel Russian-Tajik Unit Based on the National Unit of the Tajik Language, and a research laboratory for Interdisciplinary Applied Research has been created based on the Parallel Unit.

The results of the research are used by teachers in the development and publication of lecture courses and practical materials for their subjects, when writing the scientific and educational literature, in preparation for practical classes and by students when writing course papers and Graduate Qualification works.

Recommendations

Neither patents nor certificates of compliance of research results with Russian and international quality standards have been obtained over the past three years. It is recommended to step up work in this direction.

No research projects that have been applied in the real sector of the economy and/or successfully commercialized results were found. It is recommended to encourage students to launch their own start-ups in the field of study or related areas.

Additional information

Promising students who plan to continue their education in Master's degree studies are engaged in research together with leading teachers, which allows them to get a certain research base for their Master's degree theses.

Leading teachers involve students in the annual scientific and practical conference for teachers and students known as "Slavic Readings", according to the

results of which they can receive prizes and have their articles based on their reports published in the Vestnik, the journal of the International Educational Institution for Higher Education RTSU.

9. Employer participation in the program implementation
Criterion assessment: excellent

Strengths

The strengths of the program under analysis include the active participation of employers in the training of students and their further employment: participation in the development of the program, subject syllabi, practices syllabi, analysis and assessment of evaluation tools, participation in the FSE as reviewers and supervising of GQWs (e.g., Director General of the translation agency Irtibot, P. Kosimov has acted as a reviewer and a GQW supervisor), delivering of workshops (for example, M. Sharipova, Deputy Chairperson of the Presidium of the Tajik Society of Friendship and Cultural Relations), participation in Chair meetings, independent assessment of the competencies of students and graduates; acting as external part-timers and participating in the research and educational activities of the Faculty of Foreign Languages.

The RTSU has approved the Regulation on Interaction and Cooperation with Employers. Key employers and social partners include Irtibot (a translation agency), the Tajik Society of Friendship and Cultural Relations of the Tajik State Institute of Design and Technology, the Tajik State Pedagogical University, the World Bank in the Republic of Tajikistan, etc.

Recommendations

Using the substantial resources of the Faculty of Foreign Languages (technical, HR, scientific, T&L) to expand the scope of further professional education, in particular in translation.

The above allows reviewers to conclude that the current practice of involving employers in the process of updating and implementing the program as well as the management processes involving interaction with employers allow students to achieve the stated learning outcomes while enabling the management to adapt the program to changing conditions in the labor market. The expert's recommendation is that the procedure for accepting GQW requests from employers should be adjusted across the Faculty of Foreign Languages or the higher educational institution according to the needs of the market and with the aim of further applying the results of research work of students in the activities of enterprises and organizations.

10. Students' participation in the program content determination
Criterion assessment: excellent

Strengths

Students can participate in the management of the program through a curator, making their suggestions weekly during curatorial hours. The curator passes these proposals along the hierarchy if they are appropriate for the implementation of the program or within the educational institution as a whole.

Students periodically take part in intra-university surveys conducted by the Department for Monitoring Educational Activities of the T&L Department. To take students' opinions into account when evaluating the quality of classes, an annual survey is conducted to rate teachers. The student survey and interviewing during the online visit showed that the opinion of students is taken into account when evaluating the conditions created for independent work (80% are satisfied) and when updating the TLA (53% believe that it is taken into account). The vast majority of students assess the quality of education positively (36% — excellent, 39% — good, 22% — satisfactory, 3% — unsatisfactory). 77% of students believe that conducting research improves the quality of education.

In order to encourage students to participate in the management of the university, various incentive measures are applied (additional points, certificates of appreciation, monetary rewards for active participation in community life, prizes in Olympiads, projects, grants, sports competitions, scientific conferences, etc.).

The results of the independent assessment of students' participation in workshops, seminars and trainings held by representatives of the business community and employers are discussed at Chair meetings. Based on the results of workshops held at the higher educational institution, changes are made at the discretion of teachers to the content of the theoretical and practical part of the disciplines related to the respective workshops.

Information from students can be received directly through the General Department of the university. Complaints are handled in several ways:

- curators → Chair → Dean's office → Vice-Rector → Rector;
- student → Department of Education and Youth policy;
- student→ Rector.

Recommendations: none

Additional information

During the online visit, the experts analyzed the participation of students in student self-government bodies and scientific clubs. The scientific English Speaking Club at the Chair of English Philology attracted 17 students in the previous year (6.2%).

Based on the analysis of the data provided, the experts concluded that the existing practices of students' participation in the evaluation of the quality of the program, determination of its content, and consideration of the students' opinions in its implementation are effective.

11. Student services at the program level
Criterion assessment: good

Strengths

The RTSU Department of Education and Youth Policy carries out diverse activities in order to increase the spiritual, moral, cultural, aesthetic, intellectual, and physical potential of students. Functioning since January 2016, the Youth Resource Center is an extensive system that integrates diverse student associations, implementing the concept of student self-government development, which is one of the priorities among the current goals, including the formation of personal and social competencies in students, as well as ensuring rich student leisure and recreation. The university has 18 permanent creative clubs and studios (the Art Club, the Craft Club, the Prometheus Literary Club, etc.).

Cultural and sports events for students in the program and across the university are held in accordance with the RTSU educational work plan approved for the academic year by the Academic Council. Events are held at least 10 times a year. Due to the multinational nature of its population, the higher educational institution strives to take into account the characteristics of the university and the cultures and traditions studied when conducting such events.

The university has an electronic library hall, where students have access to online learning resources, web-based information resources for preparing for classes, as well as the ability to scan the necessary materials and download information. Students are provided with social and psychological support according to situational realities by employees of the Department of Education and Youth Policy, the Council of Women and Girls, and other initiative associations.

Employees of the respective departments help students to execute and receive the necessary documents issued by the university: certificates confirming training, authorization notes, test and examination sheets, etc.

At the level of program implementation, there are following mechanisms of financial support for students:

- trips to sports and recreation camps;
- monetary awards and financial assistance;
- travel privilege on railway, air, river and road transport;
- targeted payments to orphan students;
- targeted payments to students with disabilities and low-income students.

A student is given the opportunity to get a discount on tuition fees if he/she combines studies with work in the educational institution, as well as transfer from

paid to state-funded training if he/she demonstrates excellent results in studies, research and activity in the educational institution's community life.

The RTSU provides students with the opportunity to take additional courses and programs, such as internships abroad.

Acting as the internal staffing agency at the premises of the Economic Faculty there is a Centre for Innovation Business and Recruiting.

Recommendations

Attention should be paid to the increase of the financing of active recreation, physical training, to ensuring decent social and residential conditions, etc., meals at preferential prices and health resort treatment for students.

Additional information

During the online visit, the experts were provided with documents confirming the students' attendance of additional courses and programs. The percentage of students enrolled in the program who attend various additional courses and programs is 10%.

Having analyzed the data provided, experts concludes that there are a large number of student services at the educational institution that enable a comfortable learning environment, meeting the emerging needs of students and creating opportunities for personal development.

12. Career guidance and training of applicants
Criterion assessment: good

Strengths

The higher educational institution delivers active career guidance:

- every year, the university hosts a fair for school-leaving children from across the Republic (3 days);
- open door days are held once a year;
- career guidance lectures at schools (February);
- the RTSU Institute of Advanced Training recruits 11th grade high schoolers for training and career guidance before enrolling in the university on an annual basis.

Recommendations

Given the fact that in the Republic of Tajikistan the system of identifying and attracting the most qualified applicants for training is partially implemented

(school achievements are taken into account), attention should be paid to the organization of university-wide competitions, Olympiads, and other events that would provide an advantage when enrolling in the university, as well as promote the program and its potential prospects for the professional career of applicants.

Curriculum Vitae of Experts

Name: Vera Mityaguina

Employer, position	Federal State Autonomous Educational Institution for Higher Education Volgograd State University, Head of Chair of Theory and Practice of Translation
Academic degree, Academic title	Doctor of Philological Science, Professor
Honors	RF Honored Worker of Higher Professional Education
Education	higher
Professional achievements	More than 200 scientific and educational works published in Russia and abroad; expert of the Russian National Science Foundation and the Russian Foundation for Basic Research, expert of the Federal Textbook project, Head of the DAAD program in Partnership of German Studies Institutes in Russia (2013 till present), Head of the Volgograd branch of the Union of Translators of Russia, member of 2 Dissertation Councils.
Research interests	Language theory, Communication theory, Translation theory, methodology and didactics, Discursive linguistics
Practical experience in the field of the program under review	Head of Linguistics program since 2011 (included in the list of the Best Programs of Innovative Russia); Head of the Chair of Theory and Practice of Translation since 2005, total research and teaching experience: 35 years.

Name: Irina Tupitsyna

Employer, position	Awatera Translation Academy, developer and leader of translation training courses.
Academic degree, Academic title	Doctor of Philological Science, Professor
Honors	RF Honored Worker of Higher Professional Education
Education	higher
Professional achievements	More than 140 scientific and educational works published in Russia and abroad.
Research interests	Speech communication, Cross-cultural communication, Culture and Psychology of business communication, Public speaking, Theory and Practice of translation, English for business communication and special purposes.
Practical experience in the field of the program under review	18 years

Name: Yulia Klinkova (student)

Employer, position	Federal State Autonomous Educational Institution for Higher Education Volgograd State University, student specializing in Linguistics, field of study: Theory and Practice of Interpreting and Translation
Academic degree, Academic title	No
Honors	No
Education	higher, Bachelor degree, Linguistics, field of study: Translation and Translation Studies
Professional achievements	Bachelor's degree in Linguistics, magna cum laude
Research interests	Linguistics, Translation studies
Practical experience in the field of the program under review	interpreting during a tour within the framework of the International seminar "Transformation of the European Security System: Risks and Opportunities" and at the International Forum"Volgograd Dialogue"; interpretation and translation at Volgograd Ceramic Plant and the State Budgetary Institution Old Sarepta Historical, Ethnographic and Architectural Museum.