REVIEWERS' REPORT

ON THE RESULTS OF THE EXTERNAL EVALUATION OF THE BACHELORS EDUCATIONAL PROGRAMME
Sociology in the field of Sociology

IMPLEMENTED IN SAINT PETERSBURG STATE UNIVERSITY (SPBU)

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GLOSSARY

Abbreviations

Abbreviation	Transcript
ECTS	European Credit Transfer System
GCM	Graduate competency model
GQW	Graduate qualification work
HEI	Higher educational institution
IMS	Integrated Management System
IQAS	Internal Quality Assurance System
USE	Unified State Exam[1]

Types of Competencies

Abbreviation	Transcript
GCC	General cultural competencies
GPC	General professional competencies
PAC	Professional applied competencies
PC	Professional competencies
UC	Universal competencies

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[1] The Unified State Exam is an exam in the Russian Federation. It is in fact a series of exams every student must pass after graduation from school to enter a university or a professional college.

SUMMARY OF THE PROGRAMME

The educational programme «Sociology» is implemented in the fields of studies Sociology by St Petersburg University, by the Faculty of Sociology and leads to the award of Bachelor's degree. The programme is managed by Nikolai Golovin, Doctor of Sociology, Professor of the Department of Theory and History of Sociology, Faculty of Sociology, St. Petersburg State University.

Place of the implementation – University Avenue 7/9, Saint Petersburg, Russia;

Training period – 4 years;

Form of education – full-time,

The year of the beginning of the implementation of the programme is 2006.

The number of academic hours in one credit (36 hours in one credit) meets the requirements of the university's regulatory documents.

The programme corresponds to the 6th level of the National (NQF)/European (EQF) qualification framework.

The programme is implemented in accordance with the following regulatory documents:

1. The Federal Law of the Russian Federation of December 29, 2012 No. 273. «On Education in the Russian Federation».

2. Federal State Educational Standard of Higher Education (FSES HE), approved by Order of the Ministry of Science and Higher Education of the Russian Federation dated 05.02.2018 No. 75 On Approval of the Federal State educational standard of Higher Education—Bachelor's degree in the field of training 39.03.01 Sociology" (with amendments and additions) Revision with amendments No. 1456 of 11/26/2020.

3. Order No. 7828/1 dated 09.08.2018 "Concerning the Approval of the Educational Standard of Higher Education of St. Petersburg State University" https://spbu.ru/sites/default/files/20180809_7828_1.pdf.

4. Professional standard "Sociologist: specialist in fundamental and applied sociological research", approved by Order of the Ministry of Labor and Social Protection of the Russian Federation No. 751n dated 21.10.2021.

5. St. Petersburg State University Development Program for 2021 – 2030.

The University has a license to conduct educational activities (https://spbu.ru/sites/default/files/licenziya.pdf) and state accreditation for the educational programme (https://spbu.ru/sites/default/files/svidetelstvo_o_gosudarstvennoy_akkreditacii.pdf) for a period of 6 years.

At the time of accreditation, 334 people are enrolled in the program.

On budgetary provisions	On a paid basis	On employers-sponsored basis
153	181	2

Online visit was carried out within the external assessment of the programme during the period from 27th till 28th September 2022.

Strength of the programme

St. Petersburg State University has the longest history, along with Moscow State University, Novosibirsk State University, Rostov State University and UNECON (Saint Petersburg State University of Economics) (since 1989), the training of sociologists in the Russian Federation – 33 years. Considerable experience in constantly changing socio-economic and legal conditions allowed to create the basis for the successful implementation of modern training programs for sociologists:

1. The image of a steadily developing faculty, on the one hand, based on the traditions laid down in the last century of the Russian history of sociological education, and on the other, responsive to new educational opportunities and the turbulence of modern society. Unconditional confirmation of the successful development of sociological education at St. Petersburg State University is the second place in the subject ranking within the framework of the ecosystem "Three missions of the University" according to the assessment for March 2022 https://raex-rr.com/education/universities/subject_ranking_Sociology. This allows to attract the most prepared applicants. Thus in 2021, the competition for the bachelor's degree program "Sociology" amounted to 25.3 applications for a place (887 applications were submitted, 35 people were enrolled), while the average amount of USE points scored for all entrance tests was 283.3 points. The program attracts students from all over the Russian Federation and a significant proportion (about one tenth) of students from other countries.

2. Professional teaching staff (36% of Professors and 45% of Ph.D.), constantly improving their qualifications, being updated due to the most successful graduates of the faculty, Ph.D., and Doctor of Science from other universities who defended their dissertations at St. Petersburg State University. The Teaching staff is actively engaged in scientific research, so projects with external financing were implemented: in 2019 – 23; in 2020 – 26; in 2021 – 21. In addition, a number of lecturers (about 10%) are practitioners, i.e. they combine teaching with work in sociological and related organizations.

3. Long-term cooperation with employers in areas that determine the key parameters of the Bachelor's program success (provision of practice bases, coordination of competence maps, formulations and content of disciplines, topics of term papers and GQW, active participation in meetings of the State Examination commission, diagnostics of the demand for certain knowledge, skills and abilities of graduates, etc.).

4. The variability of the educational program, which allows relying on a deep theoretical knowledge, to provide opportunities for the formation of applied research skills. The combination of fundamental and applied training when choosing learning path - general sociology, economic sociology, social anthropology - is provided both by a balanced curriculum and by the resource capabilities of the Faculty of Sociology and St. Petersburg State University as a whole (the Center for Sociological and Internet Research of St. Petersburg State University, the Sociological Clinic of Applied Research, etc.).

5. Material, technical, financial, infrastructural and information base, including classrooms, library areas, equipped offices for conducting sociological research, computer classes, availability of Internet resources necessary for the implementation of the program, software; educational and methodological materials, including own textbooks and teaching aids,

the syllabi, providing a solution to interrelated tasks to provide students with practice bases, which allows to perform contractual work for internal and external customers, to gain practical work experience by lecturers and students.

6. Regular scientific conferences: the annual conference "Kovalev Readings", the annual international scientific and practical conference "Labor Forum", the conference "Culture and Art of the Silk Road (to the 70th anniversary of the founding of the People's Republic of China and the establishment of diplomatic relations between the People's Republic of China and Soviet Russia)" (2019), the conference "Historical Sociology and Modern Social Development in Russia and China" (2022) - serving as a base for testing the scientific results of the lecturers of the program.

During the online visit, the reviewers pointed out the significant contribution of all stakeholders, including graduates and employers, as well as employees and students, in the educational process. Such willingness to devote time and express their opinion with interest can be interpreted as evidence of the desire to make improvements in the educational process.

Weaknesses of the programme

1. Organization of students' work on the GQW at the stages of determining the topic, structure, literature used, the quality of tools for conducting their own research, etc. does not ensure in each successfully defended GQW the compliance with these requirements fixed in the program of the state final certification, i.e. the quality of the GQW.

2. The students and teachers questionnaires conducted at the university level does not provide a full and realistic picture of the requests of all educational process participants on key issues of the implementation and development of the educational program.

3. Among GQWs topics, there are formulations that have one or more of the following disadvantages: there is no emphasis on a scientific or practical problem or on actual sociological problems.

4. When interacting with students, the heads of the faculty and the educational program do not identify all reasonable wishes of students interested in obtaining the competencies provided for by the educational standard and necessary for future work.

5. Students are informed about extracurricular activities through social networks, official website and faculty official page, mailing lists of student council and other passive forms of influence. At the same time, requests and the real demand for student events are not monitored regularly and systematically.

6. The living conditions of some students in the dormitories of St. Petersburg State University do not meet the necessary requirements, its location is too far from the building, where lessons are conducted. Also, the quality of the Wi-Fi network don't meet requirements.

Recommendations

1. When determining the GQW topics and term papers, it is necessary to carefully maintain their focus on the problems of the modules within which the educational process is conducted according to the program. When analyzing the topics of

the GQWs and term papers, cases of approval of topics that do not fit into any of the modules were identified (Zverev N.S. Problems of digitalization of architectural activity, Kirkinbaev Zh.T. Commodification of personal data, etc.). It is proposed to continue efforts to discuss the topics of the GQW with departments, faculty commissions and employers. In addition, the solution of this problem can be facilitated by discussing GQW topics and term papers additionally at interdepartmental commissions and/or involving the most qualified colleagues from other universities of St. Petersburg or other leading universities of the Russian Federation.

2.   Several GQWs are critically small, and/or the work plan is presented formally rather than in substance, and/or the sociological tools (guides, questionnaires) do not adequately meet the requirements for collecting empirical information. It is proposed to encourage more thorough work with the texts of the GQWs at the preparation stage, as well as conducting the pre-defense procedure at the department. In addition, it is advisable to consider the introduction of the discipline "Academic Writing" into the curriculum (preferably before writing the first term paper). It is recommended to increase the number of points awarded for scientific leadership in the lecturers rating. The number of points may depend not on the assessment received by the student, but on the number of comments on its design and the implementation of the minimum that allows the work to be defended.

3.   Special attention should be paid to the evaluation of the GQWs at the meetings of the State Examination commission. It is recommended to conduct focused work with the members of the State Examination commission, both at the stage of the formation of the commission and at the stage of the meetings of the State Examination commission, in order to prevent the correction of the assessment depending on extracurricular factors (for example, GQW assessed satisfactorily, in some cases (Arslanbekov A.R.) do not deserve this assessment).

4.   To involve students more in the work of applied sociological departments of the faculty, where they will be able to better master the skills of working with tools, research methods in practice, to be aware of current problems of sociology, which can be reflected in their choice of topics of the GQWs and their preparation.

5.   Continue enhancing the role of the GQW in the formation of a significant number of competencies declared in the Self-evaluation report of St. Petersburg State University. To do this, on a regular basis, organize work with scientific supervisors in terms of improving their qualifications in scientific management and in monitoring current work on scientific consulting.

6.   For a more realistic analysis of the demand from the labor market and evaluation of the measures taken by the university in terms of assistance in the employment of graduates, a monitoring sociological study should be put into practice. The focus of the study should include an analysis of graduates' career trajectories, an

assessment of the university's efforts to promote employment, as well as an analysis of objective indicators of labor market constraints in the region and the country. In addition, it is recommended to conduct regular surveys of working undergraduate students regarding the compliance of their competencies with the requirements of employers.
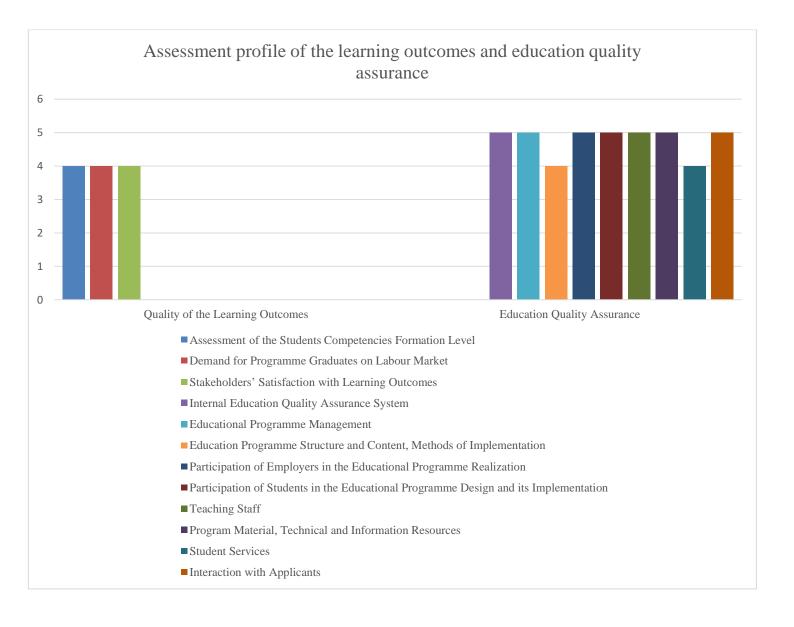
7. It is proposed to improve the educational program in the direction of the formation of both universal competencies that provide a wide range of employment opportunities for graduates of the program, and professional competencies that meet the forecasts of developing industries and fields of activity. Therefore, the work on bringing the curriculum in line with the requirements of employers should be not only adaptive, but also proactive. In this regard, it is desirable to organize an annual expert discussion of the relevance of the competencies formed by the curriculum and the corresponding periodic changes to the independently established educational standard.

8. When interacting with students, it seems desirable to identify the needs of students and areas of improvement of the educational program in a more substantive and in-depth way (for example, the lack of a popular course aimed at acquiring academic writing skills). The program managers remain unaware of the reasonable wishes of students interested in obtaining the necessary skills. The achievement of this goal can be facilitated by thematic meetings of faculty leaders and programs dedicated to the issues of students' readiness to master disciplines, practical training, work on coursework and/or more substantive work of curators to identify difficulties encountered by students during the development of an educational program and/or the preparation of teaching materials, targeted at solving the identified problems (for example, a manual on the implementation of research paper and GQW - Golovin, N. A. The implementation of coursework and graduate qualification works in sociology: An educational and methodological manual. St. Petersburg: St. Petersburg State University, 2016, does not answer many topical questions of students, does not contain modern examples and has not been updated for six years).

9. It is recommended to establish feedback mechanisms with students for a more complete understanding of the motivation for participation in extracurricular activities, because for many the ultimate goal of participation in volunteer movements is unclear. Many students regard the activity of some students as a means of achieving an increased scholarship. To do this, it is necessary to hold meetings with students on a regular basis (at the end of each semester), where they will be able to assess (by means of a questionnaire, or in the format of a conversation) motivation to participate in extracurricular activities, as well as to form a positive image of a student participating in extracurricular activities of the faculty.

10. It is recommended to establish a mechanism for targeted notification (through personal accounts) and informing students about the presence and work of university-wide studios, clubs, etc. organizations for the development of extracurricular activity of students. It is also advisable to conduct surveys about student requests for preferred and

less interesting clubs, studios, events. In addition, it is advisable to consider the introduction of an exhibition similar to Career Day – for example, "Day of Creativity", where all studios, clubs, etc. will be presented. organizations.

11. Special attention should be paid to the student dormitory. It is recommended to consider the possibility of transferring the place of residence of students of the program to dormitories located closer to the academic building than now. It is also proposed to solve problems with the Wi-fi connection in the dormitory.

Assessment profile of the learning outcomes and education quality assurance

№		Criterion	Assessment
I		*Quality of the learning outcomes*	
	1.	Assessment of the Students Competencies Formation Level	*good*
	2.	Demand for Programme Graduates on Labour Market	*good*
	3.	Stakeholders' Satisfaction with Learning Outcomes	*good*
II		*Education Quality Assurance*	
	1.	Internal Education Quality Assurance System	*excellent*
	2.	Educational Programme Management	*excellent*
	3.	Education Programme Structure and Content, Methods of Implementation	*good*
	4.	Participation of Employers in the Educational Programme Realization	*excellent*
	5.	Participation of Students in the Educational Programme Design and its Implementation	*excellent*
	6.	Teaching Staff	*excellent*
	7.	Program Material, Technical and Information Resources	*excellent*
	8.	Management of Human Resources, Material, Technical and Financial Resources of the Programme	*excellent*
	9.	Student Services	*good*
	10.	Interaction with Applicants	*excellent*

Assessment profile of the learning outcomes and education quality assurance

- Assessment of the Students Competencies Formation Level
- Demand for Programme Graduates on Labour Market
- Stakeholders' Satisfaction with Learning Outcomes
- Internal Education Quality Assurance System
- Educational Programme Management
- Education Programme Structure and Content, Methods of Implementation
- Participation of Employers in the Educational Programme Realization
- Participation of Students in the Educational Programme Design and its Implementation
- Teaching Staff
- Program Material, Technical and Information Resources
- Student Services
- Interaction with Applicants

QUALITY OF THE LEARNING OUTCOMES

Criterion 1. Assessment of the Students Competencies Formation Level

Criterion assessment*: good*

Main characteristics of the programme

During online visit, a direct assessment of the graduate students' competencies was carried out. There were 4th year students who participated in the direct assessment, which is 8,6% of the graduating course.

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

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

1. Assessment of general professional competencies provided by the Federal State Educational Standard FSES++:

GPC-3 Is able to take part in sociological research at all stages of its implementation.

2. 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:

CPC-1 He is capable of using theoretical knowledge, skills of applied sociological research, methods of analyzing sociological information to study current social problems.

CPC-2 It is able to identify the needs and interests of social, ethnic and cultural groups of the population on the basis of scientific methods of cognition.

When carrying out the procedure of direct assessment of competencies, the experts used the following control and measuring materials: open questions on the theory of sociology, methodology and methodology of sociological research, social statistics and demography. As a result of the direct assessment of competence reviewers have revealed:

1. What functions should be performed in the social system according to T.Parsons?

2. Which of the representatives of the fundamental sociological theory understood by society "the totality of all communications"?

3. Who is the author of the theory of communicative action?

4. The key differences between the theory of social behavior and the theory of social action?

5. What is meant by the methodology of science?

6. Ethics of the sociological survey: features of the questionnaire survey, prohibited questions (give examples).

7. Define dependent and independent variables.

8. What is the general population in an empirical study?

9. Name the basic categories of social statistics.

10. Define the pendulum migration.

Based on the results of a direct assessment of competencies in the form of a discussion, the experts revealed that all the surveyed students coped with the answers to the questions. Most of the surveyed (60%) coped with 80% of the proposed tasks, which makes it possible to assess their level of knowledge as "sufficient", the level of the remaining students (40%) can be assessed as "acceptable".

It should be noted that due to the technical limitations of direct assessment of competencies, such as the remote type of interaction, a significant limitation on the time of communication with students, as well as an extremely small number of surveyed students (5 out of 58 graduate students), the results of direct assessment of competencies in absolute numbers look more relevant.

Level / Students share	Sufficient level (have managed with 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%)
1. The results of direct assessment of general professional competences			
Students share	80% (4 people)	20% (1 person)	
2. The results direct assessment of professional competencies ("competencies nucleus") 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 programme			
Students share	60% (3 people)	40% (2 people)	

During the assessment of the quality of education, experts familiarized themselves with 11 graduate qualification works (hereinafter referred to as GQW), which amounted to 17% of the GQW last year in this area. The experts conclude that the reviewed GQW meet the requirements stated below as follows:

GRADUATE QUALIFICATION WORK

№	Objects of estimation	Reviewers' 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.	92% - mostly meet. At least five formulations of the topics of the Bachelor's GQW are not focused on any sociological problems (Bondarenko G.V., Khazov F.A., Zverev N.S., Sharshov A.R., Kirkinbaev Zh.T.)

2.	The tasks and contents of the GQW are aimed at confirming the competencies formation of the graduate.	95% - mostly meet. Three GQW (Yudina D.D., Fateev A.A., Malyshev A.A.) have a critically small volume – about 40 pages.
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.	100% - fully meet
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.	100% - fully meet
5.	The results of GQW find practical application in the industry.	17% - mostly meet. A significant part of the GQW is either theoretical or retrospective in nature, or does not involve the application of the results of the WRC in a particular area of public life (research on the Internet, physicality, music, cinema, gaming, etc.)
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.	100% - fully meet

Strengths:

1. A direct assessment of the level of competence formation showed a fairly high level of preparation of graduate students enrolled in the program.

2. The topic of the GQW is coordinated with the Sociological Institute of the Russian Academy of Sciences - a branch of the Federal State Budgetary Institution of Science of the Federal Research Sociological Center of the Russian Academy of Sciences.

3. The topics of the GQW reflect a wide range of different aspects and social problems occurring in key areas of public life.

4. The scientific leadership of the GQW is provided by highly qualified personnel with academic titles of professor or associate professor.

5. The GQW, rated excellent and well, are mostly adequately structured, have the necessary scientific apparatus, use materials of sociological research conducted independently, and/or secondary sociological and statistical data, relevant scientific literature.

Recommendations:

1. Among GQWs topics, there are formulations that have one or more of the following disadvantages: there is no emphasis on a scientific or practical problem or on actual sociological problems. It is proposed to continue efforts to discuss the topics of the GQW with departments, faculty commissions and employers. It is proposed to continue efforts to discuss the topics of the GQW with departments, faculty commissions and employers.

2.   A number of GQWs have are critically small, and/or the work plan is presented formally rather than in substance, and/or the sociological tools (guides, questionnaires) do not adequately meet the requirements for collecting empirical information. It is proposed to encourage more thorough work with the texts of the GQWs at the preparation stage, as well as conducting the pre-defense procedure at the department. In addition, it is advisable to consider the introduction of the discipline "Academic Writing" into the curriculum (preferably before writing the first term paper).

3.   Special attention should be paid to the evaluation of the GQW at the meetings of the State Examination commission. It is recommended to conduct focused work with the members of the State Examination commission, both at the stage of the formation of the commission and at the stage of the meetings of the State Examination commission, in order to prevent the correction of the assessment depending on extracurricular factors (for example, GQW assessed satisfactorily, in some cases (Arslanbekov A.R.) do not deserve this assessment).

4.   To involve students more in the work of applied sociological departments of the faculty, where they will be able to better master the skills of working with tools, research methods in practice, to be aware of current problems of sociology, which can be reflected in their choice of topics of the GQWs and their preparation.

5.   Continue enhancing the role of the GQW in the formation of a significant number of competencies declared in the Self-evaluation report of St. Petersburg State University. To do this, on a regular basis, it is recommended to organize work with scientific supervisors in terms of improving their qualifications in scientific management and in monitoring current work on scientific consulting.

Criterion 2. Demand for Programme Graduates on the Labour Market

Criterion assessment*: good*

Main characteristics of the programme
        Analysis of the role and place of the programme
        Studying at St. Petersburg State University provides an opportunity for further successful employment. This is facilitated by the high level of preparedness of graduates and the authority of St. Petersburg State University in the modern labor market. Most of the graduates are employed in the first six months after graduation. For graduates of the Bachelor's degree in sociology in 2020-2021, the share of employed was 84%, for graduates of 2019-2020 – 49%, for graduates of 2018-2019 - 38.7%. These are high employment rates with a clear positive dynamics. It is also worth noting that about a third of undergraduate graduates continue their studies in a master's degree, often without combining study and work.

        Surveys of graduates of the last 3 years show a high share of employment in the specialty - 62% (undergraduate and graduate programs). However, this indicator has a number of reservations: the salary level is often low, employers who are not related to scientific activities require more advanced competencies in the field of practical skills, and graduates note that they have difficulty finding a job in their specialty.

The university has an active policy to support students and graduates in employment: contracts have been concluded with employers for internships, "Career Days" are organized, the university is represented in the digital career environment "Faculty". In addition, the university develops interaction with graduates and attracts them as experts to the methodological and scientific commissions, formulate the topics of graduation papers, as well as take state exams.

Analysis of the information indicators submitted by the university

Graduates of the last three years (undergraduate and graduate programs) are employed in Moscow, St. Petersburg and other cities.

According to the results of the survey, it was found that graduates of both programs:

81% – work in the region (St. Petersburg and Leningrad region);

7% – work in Moscow;

13% – work in the field of studies outside the region.

At the same time, the following answers were received to the question about the specialty they work in:

62% - work in the programme field of studies;

22% - work in another field that is not related to their specialty;

16% are not working yet (including continuing their studies).

Strengths:

1. The reputation of the university in terms of high-quality training of graduates.

2. Continuous improvement of interaction with potential employers both from the point of view of feedback on the quality of graduate training, and from the point of view of direct recruitment of graduates.

Recommendations:

1. For a more in-depth analysis of the demand for graduates of the program from the labor market and evaluation of the measures taken by the university in terms of assistance in the employment of graduates, a monitoring sociological study should be put into practice (at least twice a year). The focus of the study should include an analysis of graduates' career trajectories, an assessment of the university's efforts to promote employment, as well as an analysis of objective indicators of labor market constraints in the region and the country.

Criterion 3. Stakeholders' Satisfaction with Learning Outcomes

Criterion assessment*: good*

Main characteristics of the programme

Share of employers who believe that the competencies of graduates of the programme:

– are substantially compliant with the professional requirements in the industry – 68%.

– mostly meet modern professional requirements in this industry with minor deficiencies – 24%.

– do not meet the requirements of the industry – 5%.

– found it difficult to answer – 3%.

According to the results of the survey, the share of graduates who are satisfied with the learning outcomes:

– satisfied – 90 %;

– rather not satisfied – 10%.

The reason for dissatisfaction: lack of practical skills.

Strengths:

1. Communication with employers allows you to constantly update most aspects of the implementation of the educational program: a set of disciplines of the curriculum, the topics of the GQW and term papers, articulate the required competencies, contribute to a full-fledged internship.

2. Continuous improvement of the educational process, stability of the teaching staff, established feedback with employers and students allows us to ensure a high level of satisfaction of graduates of the program with the results of training.

Recommendations:

1. It is proposed to improve the educational program in the direction of the formation of both universal competencies that provide a wide range of employment opportunities for graduates of the program, and professional competencies that meet the forecasts of developing industries and fields of activity. In this regard, it is desirable to organize an annual expert discussion of the relevance of the competencies formed by the curriculum and the corresponding periodic changes to the independently established educational standard.

2. It is recommended to conduct regular surveys (once a year mass and one more expert (i.e. no more than 20 people, but on a wider range of issues)) working undergraduate students regarding the compliance of the competencies they have formed with the requirements of employers with whom they are employed in the current period.

EDUCATION QUALITY ASSURANCE

Criterion 1. Internal Quality Assurance System

Criterion assessment*: excellent*

Main characteristics of the programme:
The work of the quality assurance system of the university

The Education Quality Monitoring Center of St Petersburg State University continuously monitors the quality of education (https://spbu.ru/nauka/laboratorii-i-centry/centr-monitoringa-kachestva-obrazovaniya-spbgu). It conducts a systematic and comprehensive collection of information on the quality of education at St. Petersburg State University among all participants in the educational process (students, lecturers, teaching and support staff) to provide them with data on the degree of success of educational activities and achievement of goals, including the accredited programme, the main functions of which are:

– Assessment of the quality of academic disciplines and educational programs in terms of educational trajectories of students.

– Assessment of the quality of the educational process, its structure, and the place of a particular discipline in this process from the point of view of lecturers.

– Assessment of knowledge and competencies acquired by graduates and their appliance in professional activities.

– Assessment of the degree of compliance of the competencies and qualifications of graduates with the requirements of the labor market from the point of view of employers.

– Analysis of the ideas and expectations of applicants from studying at the University.

– Analysis of the organization of the educational process from the point of view of the educational activities administration.

– Assistance to lecturers in fulfilling the requirements imposed by the Department of Educational Programs and Study-methodical Commission for the design of Syllabus.

The Center interacts with all interested parties of the educational process: officials, employees of various departments and services, councils of educational programs, educational and methodological commissions, teachers, students, postgraduates, graduates, student associations (student councils, student scientific societies, volunteer centers, student pedagogical and construction teams, student sports clubs and creative associations), employers, as well as other structures involved in the assessment of the quality of education and experts in the field of monitoring and evaluation of the quality of education.

The work of the education quality management system of St. Petersburg State University is regulated by the following documents (https://spbu.ru/topics/1511051d-9f24-45f3-82d1-5790b83e76b0):

ORDER No. 8555/1 of September 25, 2020 On the establishment of The Education Quality Monitoring Center at St. Petersburg State University.

REGULATION (September 15, 2021) About The Education Quality Monitoring Center.

ORDER No. 8170/1 of July 20, 2022 On Approval of the Regulations for Conducting Surveys in the Framework of Monitoring the Quality of Educational Activities at St. Petersburg State University.

The procedure for monitoring the quality of education at the level of the accredited program

The Faculty of Sociology has created a Working group for the development and monitoring of the quality of Education at St. Petersburg State University, and in the structure of the Study-methodical Commission for the Department of Sociology and Social Work at the Faculty.

Monitoring of the quality of education at the level of accredited programs at the Faculty of Sociology is carried out by the Commission for Education Quality Control (audit of syllabus, modules, practices regarding evaluation tools and testing and assessment materials content) and quality groups established to carry out regular independent assessments of the quality of education. The results of monitoring are heard at Study-methodical Commission meetings, issues of the quality of education are discussed at each meeting of the Study-methodical Commission, that is, 1 time per month. Strategic issues of program development, including the quality of education, are discussed at the Academic Council of the Faculty and the programe council (once per six months).

The basis of the policy of the Faculty of Sociology in the field of ensuring the quality of education is the improvement of educational standards and self-assessment procedure, including:

– regular interaction with employers (when designing the content of the programme, creating educational program Councils, assessing level of 4th year students competences formation);

– involvement of employers, students and scientific and pedagogical workers in the internal audit procedure for assessing the quality of education;

– educational and methodological support and organization of random verification of retained knowledge obtained;

– formation of Evaluation tools;

– participation of the teaching and management staff representatives in Quality Assurance procedures (including revision of the programe outcomes).

Quality assurance tools used in the implementation of educational programs:

– Programe Councils;

– Commissions for educational process quality control;

– university-wide regular survey of students of all educational programs on the quality of teachers' work (since April 2015, Order No. 1494/1 of 17.03.2015);

– educational and methodological developments and resource support of educational programs, evaluation tools and technologies;

– attracting students faculty council for the preparation of proposals on the quality of education;

– material and technical support of the educational process;

– distance learning technologies and e-learning;

– staffing of educational programs;
– fund of printed and electronic educational and information resources;
– virtual reception of St. Petersburg State University.

Receiving feedback from participants of the educational process

The management of the accredited program receives feedback from students as a result of their inclusion in the work of Study-methodical Commission, Commission for quality control of education. Also, feedback can be received through students' interaction with administrative staff. Feedback from the teaching staff is received through the daily work of the Study-methodical Commission.

With complaints about violations in the educational process, students can turn to the Educational Department. The Educational Department organizes an internal audit and gives the applicant feedback on the results. The Dean of the Faculty of Sociology holds weekly meetings with the Student Council, where the issues of the educational process, nutrition conditions, communication, organization of faculty events and many others are discussed. Based on the results of the meetings, protocols are drawn up, which reflect the decisions made (https://soc.spbu.ru/fakultet/dekan/protokoly-soveshchanij). The regularity of such meetings, their openness, the relevance of the issues discussed make these meetings an effective tool for both prompt and constructive response to emerging problems, difficulties, conflict situations. It also can become a mean of correcting current plans and developing solutions aimed at long-term strategic.

Applications from students are also accepted through the Virtual Reception of St. Petersburg State University (https://guestbook.spbu.ru /).

Results of internal monitoring of the quality of education and feedback

The results of regular (once every six months) monitoring of the quality of education are brought to the students (through the Student Council and organized meetings of the members of the Study-methodical Commission with students), to teachers (through discussion of the monitoring results at a meeting of departments) and to the Management and administrative staff (through the participation of the members of the Management and administrative staff in the meeting of the Study-methodical Commission when discussing the monitoring results).

At these meetings, recommendations are developed aimed at overcoming the identified shortcomings and improving the quality of the educational process. A mutual exchange of views is carried out on the use of various methods for the formation of the declared competencies, including both educational results (knowledge, skills, proficiency) and personal qualities (discipline, responsibility, initiative, etc.). Measures are developed to assist teachers in fulfilling the requirements imposed by the Department of Educational Programs of St. Petersburg State University and the Study-methodical Commission on the Syllabus in the points concerning testing and assessment materials and the evaluation tools.

Issues on the agendas of the meetings of the Study-methodical Commission and protocols reflecting the discussion and decisions taken (https://spbu.ru/universitet/podrazdeleniya-i-rukovodstvo/uchebno-metodicheskie-komissii/uchebno-metodicheskaya-36), allow us to judge

the relevance of the issues stated in the agenda of the meetings, the constructiveness of their discussion and the timeliness of decisions taken.

In 2018, the programs passed the AKKORK international accreditation procedure. As a result of the evaluation, the program received an international accreditation certificate for a 4-year period.

Strengths:

1. The Faculty of Sociology has created a full-fledged system of ensuring and controlling the quality of education, using both university-wide divisions and faculty organizations, and forms of work.

2. The Department of Sociology and Social Work has a commission for quality control of education in the structure of the Study-methodical Commission. The issues put up for discussion, the regularity of meetings and the nature of the decisions taken testify to the constructive work of the commission.

3. In 2020, The Education Quality Monitoring Center was established at St. Petersburg State University, designed to carry out a systematic comprehensive collection of information on the quality of education. The work of this department allows the management of the accredited program to receive additional information about the specifics of its implementation and to be able to compare the results of their work with colleagues implementing other educational programs, as well as to receive information about best practices.

4. The most important link in the quality management system at the faculty is the weekly meetings of the dean with the Student council of the Faculty of Sociology. They are distinguished by their regularity, openness, relevance of the issues discussed, as a result, they are an effective tool for prompt and constructive response to current problems, a means of correcting previously adopted plans and developing solutions aimed at issues of long-term development.

5. In 2018, the Sociology program (Bachelor's degree level) successfully passed the AKKORK international accreditation procedure (validity period is four years).

Recommendations:

No.

Criterion 2. Educational programme management

Criterion assessment*: excellent*

Main characteristics of the programme:

The programme development strategy

The development of educational programs in sociology field at St. Petersburg State University is based on modern achievements in the field of research methods and technologies and is focused on the needs of the labor market. Aimed at improving the quality of education, maintaining competitiveness both in the educational scientific space of the Russian Federation and in the professional labor market, the Development Strategy of the program for 2022-2025

aims to ensure high quality education in accordance with the Development Program of St. Petersburg State University for 2021-2030, as well as on the basis of an analysis of the needs for qualified sociological personnel and analysis of the quality of training under the program, carried out by the management of the faculty of the educational program and the Education Quality Monitoring Center of St. Petersburg State University.

The objectives of the development of the program for the coming years include changes in the curriculum of the programme, which:

– aimed at bringing the content of academic disciplines in line with the requirements of the professional standard "Sociologist: specialist in fundamental and applied sociological research";

– take into account the prospects for the development of regional, federal, and local labor markets, based on the materials of the annual "Labor Forum" - an international scientific and practical conference (co-organized by the Faculty of Sociology of St. Petersburg State University);

– reflect the industry trends of the market within the framework of the direction of training graduates of this program, discussed at the annual St. Petersburg International Economic Forum;

– take into account the needs of the labor market for sociologists, which are determined, among other things, by feedback from graduates (a sociological survey) with discussion of the results at a meeting of the Study-methodical Commission.

The program is popular with applicants (in 2021 there were 887 applications for 35 budget places). Its graduates continue their studies not only in the Master's degree in sociology, but also in the master's degrees of other social and humanitarian faculties of universities of the Russian Federation and other countries.

The program management analyses the achieved goals and strategic planning with the annual updating of the Programme Characteristics and its curriculum, taking into account the proposals of teachers, the Study-methodical Commission, the programme Council. The analysis of the strengths and weaknesses of the program is carried out up to their reflection in each academic discipline taught (annually).

Trends in the formation of the contingent of students are taken into account in the work of the structural units of St. Petersburg State University, engaged in the applicants admission, in which Lecturer participate. For example, the scientific director of the program (N.A. Golovin) participated in the presentation of this educational program at the Moscow International Educational Forum (the number of participants is about 300 thousand people). Link to audio-video recording: https://studentspburu-my.sharepoint.com/:v:/g/personal/st803011_ad_pu_ru/Ef4ttjFVJAZEsTYX9QRXY5wBMXi8ZR Ljbq1-aDuOP6dHwg?e=ECpo70 and https://spbu.ru/news-events/calendar/spbgu-na-moskovskom-mezhdunarodnom-salo ne-obrazovaniya.

The mission of the educational program (development strategy) is formulated as "training of specialists of a wide profile who possess basic academic and applied sociological knowledge, who are able to participate in solving social problems of Russian society on the basis of proficiency in sociological methods and social technologies."

The programme management system

The program management system is regulated by the Charter of St. Petersburg State University, the Rules of study for the basic educational programs of bachelor's degree, specialty, master's degree and secondary vocational education at St. Petersburg State University, local regulations.

The general system of program management in the field of "Sociology" includes the following main job positions:

Dean of the Faculty of Sociology – staffing and coordination of the activities of structural units at all levels;

Chairman of the Study-methodical Commission – ensuring the quality of program implementation, including educational and methodological support;

Scientific director of the program – strategic development and development of the program content;

Heads of departments − coordination of pedagogical assignments, advanced training of teaching staff;

Management of educational programs − educational, methodological and documentation support of educational programs, quality control of educational programs.

Educational management − support of the educational process, practices, monitoring compliance with uniform rules, changing the status of students, maintaining personal files of students, etc.

The educational program Council - develops strategy.

Procedure for mutual recognition of study periods

Mutual recognition can be carried out in relation to academic subjects, courses, disciplines (modules), practice, additional educational programs (their parts), for which the curriculum provides for intermediate assessment. The offset of the results of the completed training is carried out at the request of the student or the parents (legal representatives) of the minor student on the basis of documents. This procedure fully complies with the provisions of the Lisbon Convention (the Convention on the Recognition of Qualifications Related to Higher Education in the European Region (No. 165) was developed by the Council of Europe jointly with UNESCO, adopted in 1997 in Lisbon).

Website

A general description of the programs, including the following information, is available on the official websites of the program:
- program objectives;
- level of education, form of education;
- qualification awarded based on the results of training;
- availability of state accreditation;
- programme description;
- curriculum;

– methodological or other documents developed to ensure the educational process;

– brief description of the disciplines taught;

– description of the practice;

– participation of employers in the design and implementation of the programme;

– number of budget places;

– material and technical support of educational activities, including information on the availability of equipped classrooms, facilities for practical classes, libraries, sports facilities, training, and education facilities;

– future employment.

This information is presented on the website of St. Petersburg State University in the section Educational programs https://spbu.ru/postupayushchim/programms/bakalavriat.

Information about admission to bachelor's degree programs is presented on the website of the admissions committee (list of educational programs https://abiturient.spbu.ru/priem/bakalavriat/1043).

The website of St. Petersburg State University contains the characteristics of the programme (https://spbu.ru/sveden/education).

The website of the Faculty of Sociology is available at the link: https://soc.spbu.ru /

Availability of official pages and accounts in social networks:

St. Petersburg State University

– https://vk.com/spb1724

– https://twitter.com/spb_university

– https://www.youtube.com/user/wwwspburu

St. Petersburg State University Student Council

– https://vk.com/public38817480

– https://vk.com/public143430444

Faculty of Sociology

– https://vk.com/public817

– https://vk.com/soc_studsovet

– https://vk.com/sno_soc_spbu

– https://vk.com/soc_abitur /

– https://vk.com/sociograph /

Bachelor's degree programe is available on the official website of St. Petersburg State University via the link: https://spbu.ru/postupayushchim/programms/bakalavriat/sociologiya.

It contains a system of links to guide the applicant on all issues of admission to the program and its development.

Program page in English: https://english.spbu.ru/admission/programms/undergraduate/sociology.

Strengths:

1. Strategic guidelines for the development of the program are set by the Development Program of St. Petersburg State University for 2021 – 2030. and they rely on the independently

established Educational Standard in the field of training "Sociology" and the Professional Standard "Sociologist: specialist in fundamental and applied sociological research".

2.   The program management system, as well as the whole educational process at the Faculty of Sociology, has been built over the past three decades, consistently enriching and optimizing to new challenges. It is distinguished by both the presence of stable, proven elements, and flexibility in the choice of means to achieve current goals.

3.   The accredited program is fully presented on the faculty's website and in various social networks, which provides everyone interested with free and full access to all its key characteristics.

Recommendations:
No.

Criterion 3. Educational Programme Structure and Content, Methods of its Implementation

Criterion assessment*: good*

Main characteristics of the programme:
Compliance with labour market requirements, programme's objectives and consideration of stakeholders' opinions

The formation of the content of educational programs is based on the Federal State Educational Standard of Higher Education (3++), the professional standard "Sociologist: specialist in fundamental and applied sociological research" (Order of the Ministry of Labor of the Russian Federation No. 751n dated October 21, 2021), the state order for the training of specialists within the framework of implemented programs, as well as takes into account the opinion of employers when preparing work programs, internships by students, recommendations of the Educational Program Council (a single body for bachelor's and master's degrees, the chairman of the Council is the Director of the Federal State Budgetary Institution Federal Research Sociological Center of the Russian Academy of Sciences M.F. Chernysh).

As for students, bachelor's degree programs are created and improved taking into account the opinions and suggestions of the Student Council of the Faculty and the appeals of students to the educational and methodological commission. This activity is reflected in various documents. At the same time, remote meeting with students of the 2nd-3rd year of bachelor's degree showed that the working channels for collecting and transmitting information from students to program managers do not reflect the entire range of opinions and wishes. So the students complained about the lack of a discipline in the curriculum aimed at obtaining competencies in the field of academic writing.

The competence model of a graduate is set primarily by an independently established educational standard. According to which, as a result of mastering the competence-oriented content of educational programs in Sociology (bachelor's degree), students acquire critical thinking skills, the ability to solve complex social problems, teamwork skills, the ability to learn

independently, written communication skills, conversational communication skills, knowledge in the field of sociology as a scientific discipline.

At the same time, it is assumed that a bachelor's degree graduate will implement the acquired competencies, as a rule, under the guidance of a higher-level specialist.

For example, some undergraduate graduates publish scientific articles in collaboration with their supervisor in highly rated world-class journals:

Example 1: Golovin N.A. (supervisor), Vissonov R.M. (undergraduate student). Towards the End of the Conceptual conflict in the early theory of social systems: P.A. Sorokin, T. Parsons and L. von Wiese // Journal of Sociology. 2021. Volume 27. No. 2. Pp. 146-163. DOI: 10.19181/socjour.2021.27.2.8091

Example 2: Golovin N.A. (supervisor), Vissonov R.M. (undergraduate student). Curriculum of sociology by P.A. Sorokin: the history of development, practical implementation, influence // Sociology of Science and Technology. 2022. Vol. 13. No. 2.

Compliance of the program objectives with the graduate's competence model

The competence-oriented training program is based on the principle of consistency of all structural elements of the educational program – content, testing and assessment materials, teaching materials, module topics - with the stated competencies.

The Sociology (Bachelor's degree) curriculum contains a list of implemented competencies. For all competencies, the curriculum contains an indication of which academic disciplines and other elements of the educational process they are formed by. This ensures the implementation of all competencies.

Within the framework of the program, universal, general professional and professional competencies are implemented, which allows training personnel who possess modern knowledge about society, methods and tools for studying complex social processes, social technologies, allows graduates to adapt to performing functional duties in various fields of professional activity, solve research and socially significant tasks.

The assessment of the quality of education is determined on the basis of the procedure of internal independent assessment of the quality of training of students in the educational programs of St. Petersburg State University.

The signs that the declared quality of education can be achieved are:

1) competencies are clearly formulated and understood by students and lecturers,

2) they are consistent with the declared knowledge, skills and abilities at the level of the program, course, module, examination tasks, etc.

3) the competencies specified in the program and their development by students contribute to their employment.

Correlation with the demands of the labor market

Due to the fact that vocational education is focused on the formation of knowledge, skills and competencies necessary to perform certain labor, official functions (certain types of labor, official activities, professions), the program forms students not only universal, general scientific, but also professional competencies that a sociologist should possess.

The formulations of competence are developed on the basis of the labor functions set out in the professional standard "Sociologist: specialist in fundamental and applied sociological research", their specification is carried out by the requirements of the market and employers participating in a series of master classes, conferences, forums and open discussions of the problems of graduates employment.

Such competencies include:

–   GPC-1 is able to understand the principles of modern information technologies and use them to solve the tasks of professional activity.

–   PC-4 is capable of providing socio-economic and sociological services to the clients of the organization of social services under the guidance of a specialist of higher qualification.

General cultural (universal) competencies.

The educational program (bachelor's degree), focused on training specialists in the field of sociology, involves the formation of students' personal qualities focused on supporting the basic values of society, showing loyalty to moral, legal and political norms and values of society, self-diagnosis in the field of self-development and time management and the implementation of the trajectory of self-development based on the principles of education throughout all my life.

In this context, such competences are formed:

The UC-5 is able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts.

UC-6 is able to manage its time, build and implement a trajectory of self-development based on the principles of education throughout life.

The UC-10 is capable of forming an intolerant attitude to corrupt behavior.

Communication competencies.

Educational programs in the field of sociology are focused on the formation of communicative competencies among graduates, thanks to which they acquire the skills to establish and maintain relationships in the social and professional sphere, taking into account legal consequences, based on intolerance to corrupt behavior and manifestations of extremism.

UC-4. Able to carry out business communication in oral and written forms in the state language of the Russian Federation and foreign language(s).

UCB-2. Able to establish and maintain relationships in the social and professional sphere, based on intolerance to corrupt behavior and manifestations of extremism.

Competencies required to work in the field of small and medium-sized businesses (entrepreneurial competencies).

The educational program also forms competencies in the field of management – skills and abilities of self-organization, management of colleagues, situations, perspective planning and organization of employees for the implementation of the intended goals.

Such competencies include:

CPC-3. Able to organize the work of collecting sociological and marketing research data.

UCB-1. Able to participate in the development and implementation of projects, including entrepreneurial ones.

Correlation of program objectives with learning outcomes.

The purpose and results of the training are indicated in the curriculum.

Graduates of the Bachelor's degree have basic knowledge about society, its theoretical description and practical realities, have professional competencies that are in demand in educational institutions, research and marketing agencies, firms and enterprises, public authorities and local self-government, the media.

Curricula

The curriculum in the field of training "Sociology" for full-time education (bachelor's degree) is approved annually by the Vice-rector for educational and methodological work. Curricula for full-time and part-time education, distance learning are not provided.

The competence-oriented curriculum of the Bachelor's degree program "Sociology" reflects both basic disciplines and disciplines forming three modules: "general sociology", "economic sociology" and "social anthropology". The set of disciplines for each of the modules gives the formation of competencies a specific content and prepares students for work in a narrower area of public life. Of particular importance is the module "social anthropology", which continues the long-standing traditions of the Faculty of Sociology in the training of social anthropologists.

Providing individual learning paths.

Each student during each semester of study (except the first) can choose elective subjects. For example, the Sociology curriculum in the third semester offers the following elective subjects of the student's choice: Gender Sociology; Business Negotiations; Parenthood and Childhood: Experience of social competence.

Individual differences in the level of students knowledge, manifested after the successful competitive selection of applicants, the program management suggests leveling by providing an individual schedule to the student at his request or academic leave (academic leave is used, as a rule, to solve personal problems of the student, complicating the study).

In addition, the student is invited, upon application, to choose one or more elective disciplines for mastering. For example, in the second semester, such disciplines as: Psychophysiology; Theories of socialization; Ethics; Ethnology can be chosen.

It seems that in the presented list none of the disciplines is aimed at equalizing the readiness of students to master the program. Differences in the initial level of training are usually manifested in the development of mathematical disciplines, subjects related to the possession of computer programs, undeveloped communication skills, foreign language proficiency, and other gaps in previous education. It would be advisable to pay attention to identifying specific problems during the first semester, in order to subsequently offer among the elective disciplines those whose development really solves the problem of insufficient readiness of some students to master the program.

Interaction with employers in the development and updating of the curriculum for the Sociology program is carried out by:

- participation of employers in the activities of Educational Program Councils;
- inclusion of representatives of employers in the Study-methodical Commission;

– formation of State Examination Commission with the participation of representatives of employers (at least 50% of State Examination Commission members are representatives of employers);

– participation of employers' representatives in the examination of St. Petersburg State University educational programs, in particular, for compliance with professional standards and labor market requirements;

– involvement of representatives of the professional community in teaching according to the educational program, management of on-the-job training, review of research projects and graduate qualification works of students. At the same time, representatives of the professional community through academic departments make proposals for updating the curriculum.

Teaching and learning materials

Syllabi have been developed for each discipline included in the competence-oriented curricula in the direction of Sociology (Bachelor's degree).

Twice a year, the Quality Control Commission conducts an audit of all Syllabus. Based on the results of the monitoring of the Syllabi, the Quality Control Commission formulates recommendations for updating the Syllabi.

The composition and structure of teaching and learning materials is regulated by the form of the syllabus. The interaction between the various divisions is regulated by Order No. 8078/1 dated 07.10.2016.

There are teaching and learning materials for all disciplines of the curriculum. Teaching and learning materials comply with the internal regulatory documents: The Charter of St. Petersburg State University, the Rules of Study at St. Petersburg State University, the Regulations on the Fund of Evaluation Means of St. Petersburg State University and other local regulations.

The use of domestic and foreign periodical scientific literature, monographs and network resources in the preparation of discipline programs

When compiling programs, the programme management uses Russian and foreign periodical literature, monographs and network resources.

Teaching and learning materials used in the educational process:
– the consistency of presentation of educational material;
– the presence of generalizations and conclusions;
– the presence of control questions and tasks, including test materials;
– sufficiency and quality of illustrative material;
– the presence of additional literature used for preparation of written works;
– methodological developments allowing to combine classroom and independent work.

Teaching and learning materials for different types of classes. Teaching and learning materials allows you to provide various types of classes provided for in the curriculum, including lectures, seminars, practical classes, as well as independent work.

The Teaching and learning materials for each discipline contain a plan of lectures with an indication of the topic of each lesson and a list of recommended literature, a plan of seminars and

practical classes, methodological support for the student's independent work during the development of the discipline.

Usage of teaching and learning materials for all forms of education implemented within the programme

The use of the developed teaching and learning materials is possible for all forms of education implemented within the framework of the Sociology Bachelor's Degree program, although currently only full-time form of education is implemented.

Teaching and learning materials, developed within the framework of bachelor's are also used by other educational institutions in the implementation of similar programmes: an online course in sociology on the Open Education platform of St. Petersburg State University.

The graduate and supporting departments have manuals and recommendations for most types of classes, practices, coursework and diploma practices.

Example: Golovin, N. A. Performance of course and graduate qualification works in sociology: An educational and methodological manual. St. Petersburg: St. Petersburg State University, 2016.

Syllabi

The disciplines syllabi are coordinated with each other to exclude the possibility of repetitions in the topics discussed during classes.

1)   Historical and sociological disciplines reveal the contribution of the classics of sociological thought to general sociology; theoretical disciplines - the content of specific theoretical directions and approaches; methodological subjects reveal the methodological function of theories; applied academic disciplines introduce methods of obtaining empirical sociological and statistical information based on relevant theoretical concepts, with social technologies for managing social processes at various levels of society.

2)   Theoretical sociology is taught in the bachelor's degree in two sections: sociological concepts and theoretical directions in sociology.

The logical sequence of the disciplines

The Syllabi are agreed on the general logic of learning. In semesters 1-4, they are focused on studying the basics of sociology (theory, history, methodology). Applied academic disciplines are studied in semesters 5-8.

An example of fundamental bachelor's degree disciplines: History of Sociology; Theoretical Sociology; General Theory of Statistics.

An example of applied bachelor's degree disciplines: The modern labor market and features of its research; Methods of organizing research work.

The distribution of academic disciplines of the curriculum corresponds to the logical sequence of their study.

For example, "Fundamentals of Sociology" (1st semester), "History of Sociology" (2nd and 3rd semesters), "Methodology and Methods of Sociological Research" (2nd and 3rd semesters), "Theoretical Sociology" (3rd and 4th semesters). "General Theory of Statistics" (3rd semester), "Social statistics and Demography" (5th semester).

The competence-oriented curriculum contains all formed competencies, which proves that all disciplines of the program are focused on the formation of graduate competencies, as evidenced by the competence matrix.

Correlation in the syllabi of the final learning outcomes with the formed competencies.

The programs are taught according to competence-oriented curricula. The form of a competence-oriented curricula assumes an indication of the professional competencies formed by each discipline.

Example of correlation:

[Academic discipline](#) Methodology and methodology of sociological research with competencies: GPC-1, GPC-2, GPC-3, GPC-4, PCA-1, PCA-2, PCA-3, PCP-1, PCP-3, UC-1, UC-2.

These competencies correlate with the final examination: Defense of the graduate qualification work, competencies: GPC-1, GPC-2, GPC-3, GPC-4, PCA-1, PCA-2, PCA-3, PCP-1, PCP-2, PCP-3, PCP-4, PCP-5, PCP-6, UC-1, UC-2, UC-3, UC-4, UC-5, UC-6, UC-8, UC-9, UC-10, UCB-1, UCB-2, UCB-3.

The competence-oriented curriculum is updated annually and undergoes an examination of the programme management system, within which, in particular, the availability of all competencies from the competence model is checked and their compliance with the necessary knowledge and skills stated in educational and professional standards.

There is a section 1.3 in the syllabi of the disciplines. A list of learning outcomes, which describes the correlation between the competencies of the discipline, the planned learning outcomes that ensure the formation of competencies and indicators of competence achievement.

The use of domestic and foreign periodical scientific literature, monographs and network resources in the preparation of discipline programs.

When compiling programs, the programme management uses Russian and foreign periodical literature, monographs and network resources.

Syllabi of general professional and special disciplines include modern achievements of science, technology and technology in the field of training.

This is evidenced by:

1. Using the equipment of the modern Science Park of St. Petersburg State University in the educational process.

2. Availability of references to relevant scientific literature in the Syllabus available in the library of St. Petersburg State University.

3. Classes are conducted by teachers who are performers of research and grants, constantly improving their qualifications, participating in scientific conferences.

4. When conducting classes, modern software products of the PowerPoint, Blackboard, Gosoapbox, MS Teams, SPSS systems are used.

5. Scientific research topics, as well as a significant part of the topics of coursework and GQW, are offered on the basis of current research projects in coordination with employer organizations.

Following types of training are used in the educational process: lectures; seminars; laboratory classes; workshops on problem solving; individual consultations; trainings; case

method; lecture by two lecturers at the same time; lecture with pre-planned mistakes; master classes, business, role-playing games; discussions; brainstorming technology; analysis of real professional activity cases.

For example, seminars on the course "Theoretical Sociology".

The choice of this form of classes is determined by the purpose and objectives of the discipline, the implementation of which is to provide students with a comprehensive vision of the subject of this discipline, the opportunity to familiarize themselves with modern approaches and master them for students to independently explain the features of socio-economic development processes.

Lessons with interactive teaching methods. All disciplines involve the use of interactive teaching methods. They are reflected in the Syllabi. Thus, in a number of disciplines, the share of such methods reaches and even exceeds 50% - "Internet for a sociologist-researcher: professional search and data collection" (50%), "Methods of visual analysis: theory and practice" (50%), "Methodology and methodology of sociological research" (60%).

Interactive methods used in conducting classes: business, role-playing games; organizational and activity, games, group problem work; thematic discussions; brainstorming technology; case method; interactive lecture.

Practices and final state examination

Practices, as an element of the educational process, represent a system and have special tasks for the formation of skills and abilities as an integral part of competencies:

1st year – introductory practice;

2nd year - field practice, which is organized by the Sociological Clinic of Applied Research;

3rd year - work experience internship;

The 4th course is a predegree practice in order to collect empirical data for the GQW, which has a resultant, final character.

Coordination of practical training programs with the employer is carried out in the Educational and Methodological Commission and in the Council of Educational Program.

Control over the organization of practices, the conclusion of contracts, the distribution of students to practice is carried out by the St. Petersburg State University practice organization service in the relevant areas.

Tasks for passing all types of practices under the program are aimed at forming the competencies set out in the program description and curriculum that meet the requirements of the educational standard. Tasks for practical training are formed mainly taking into account the topics of the GQW. Thus, during the practice period, empirical research and / or search and analysis of statistical data on the topic of GQW can be carried out; also study and modeling of the structure of social communications in an enterprise or organization can be done, and other research tasks.

A supervisor/supervisors from the St. Petersburg State University are appointed for each practice.

Final state examination

The procedure for conducting the Final state examination, as well as the possibility of students following the results of the Final state examination to receive comments on the assessment received during the Final state examination, the procedure for reviewing complaints and appealing the results of the Final state examination, the retake procedure is determined by the relevant document - the Final state examination program.

The Final state examination takes place in the form of a defense of the GQW in the presence of a commission formed from both employers and the teaching staff of the Faculty of Sociology.

The ratio of employers and teachers in the commission is 50/50.

The formation of State Examination Board is carried out on the recommendation of the coordinator of the Final state examination, the candidacy of the chairman of the State Examination Board and the composition of the commission are agreed at the meeting of the Study-methodical Commission and approved by the order of the first Vice Rector for Academic Affairs of St. Petersburg State University.

The procedure for conducting the Final state examination is regulated by the order of the First Vice-rector for Academic Affairs of St. Petersburg State University. After defending all GQW within the framework of one meeting of the commission, the members of the commission confer and assess each defender, in case of questions about the exhibited, the members of the commission give comments.

If a student does not agree with the defense procedure, he has the opportunity to file an appeal, which will be considered at a meeting of the appeal commission, the composition of which, as well as the composition of the State Examination Board, is agreed at a meeting of the Study-methodical Commission and approved by the order of the first Vice-Rector for Academic Affairs of St. Petersburg State University.

The format of the meeting of the appeal commission is determined by the chairman of the appeal commission and is brought to the members of the commission and students.

The decision of the appeal commission is brought to the attention of the student who filed the appeal within three working days from the date of the meeting of the appeal commission by sending a message to the corporate email address.

The procedure for the work of the appeal commission is regulated by the order "On approval of the Regulations for the State Final Certification in 2022" No. 5003/1 of 04/29/2022.

The topics of Scientific researches and GQWs are both theoretical and applied.

The development of at least one topic of an applied nature is mandatory for the student, and is aimed at solving real practical problems, which makes it possible to assess the formation of professional competencies during the Final state examination.

Example of GQWs topics:

1. Labor values of millennials in the megalopolis (on the example of St. Petersburg).
2. Formation of the user experience of online consumers in the context of digitalization.
3. The impact of human capital on the success of social entrepreneurship.
4. Achievement motivation of women entrepreneurs in Russia.

In addition, all the topics of the GQW are coordinated with representatives of employers (for example, Sociological institute of Russian Academy of Sciences) and approved at meetings of the Study-methodical Commission. The topics of research and part of the topics of the GQW are of an applied nature, aimed at solving real practical problems, and the evaluation criteria set out in the Final state examination program make it possible to assess the formation of professional competencies taking into account the specific requests of enterprises and organizations during the Final state examination.

During the defense of the GQW, members of the State Examination Board are invited to score points according to 10 criteria that are prescribed in the order of the first Vice-Rector for Academic Affairs (Order No. 10524/1 of 10/28/2021 "On methodological support of the state final certification in 2022.

Each of the criteria formulated in the order is aimed at evaluating a certain list of competencies that should be formed by the student based on the results of training in accordance with the competence-oriented curriculum.

Each criterion is evaluated on a 5-point scale, which fully allows you to assess the student's competences.

Accessibility of GQW/Final state examination evaluation criteria and procedures to interested parties.

Students, academic supervisors and representatives of employers take part in the formation and approval of the topics of the GQW.

The procedure and criteria for evaluating the GQW, as well as the procedure for conducting the Final state examination, are formulated in the order of the First Vice-Rector for Academic Affairs of St. Petersburg State University - Order No. 10524/1 of 10/28/2021 "On methodological support of the state final certification in 2022. The orders are available on the St. Petersburg State University website in the section "Methodological support of the state final certification in 2022".

E-learning

The development strategy of St. Petersburg State University until 2030 is aimed at creating modern management technologies that ensure the implementation of domestic and international cooperation in educational and scientific activities, based on the functioning of the information environment for access to intellectual and information resources of St. Petersburg State University. This creates opportunities for the use of e-learning technologies and distance learning technologies.

The introduction of e-learning at St. Petersburg State University provides for several aspects:

Infrastructure and digital environment:
- Unified university accounts for admission to study or work at St. Petersburg State University for access to centralized information systems.
- Access via unified university accounts to all digital resources of St. Petersburg State University (e-mail, Blackboard, system Delo, 1C, SAP, MS Teams to licensed electronic resources, etc.).

- A system of information and technical support for users, including registration of applications and incidents, setting up IT equipment for classrooms, laboratories, workplaces and remote access to IT infrastructure.
- The personal account of a student at St. Petersburg State University is an information service that combines all information related to events, results of activities, opportunities (for example, applications for personal scholarships, etc.).
- Electronic schedule with display of date, start and duration of events, location of training places and other navigation information.
- The Blackboard educational Process support system of St. Petersburg State University, which creates e-courses for all taught disciplines within all educational programs with enrollment in e-courses of relevant students, teachers and assistants.

Methodological support:

Teaching staff training to work in the Blackboard electronic system of St. Petersburg State University and other electronic systems.

- Introductory training, instructions and consultations, access to interactive reference books.
- Providing teachers with templates and reference samples (structure, scenario, testing and assessment materials, menus, content samples, etc.) for the electronic courses formation.
- Forum on the methodology of organizing e-learning at St. Petersburg State University.

Content:

- Creation of specialized electronic formats of educational materials.
- Organization of access to electronic libraries, archives and databases.
- The use of university-wide online elective courses in the Blackboard system of St. Petersburg State University and on external online platforms.
- Availability of university-wide templates and corporate style elements for the development of electronic didactic materials.

In addition, as part of the fulfillment of obligations under the agreement between St. Petersburg State University and Moscow State University on the implementation of cooperation in the field of distance learning, a list of online courses (disciplines) of St. Petersburg State University has been established, which is posted on the official portal of electronic educational resources of St. Petersburg State University. In particular, courses in mathematics, ComputerScience, management, economics, foreign and Russian languages are offered.

Since 2018, the curriculum includes online courses "History of Russia" and "Digital Culture", hosted on the Open Education platform (developed by teachers of St. Petersburg State University). It is planned to increase the share of such courses annually.

Teachers who provide the educational process for the "Sociology" programs are purposefully working on the creation of electronic educational resources and electronic teaching materials in disciplines, such as presentations, lecture notes, tests; participate in discussions on Blackboard forums.

Teachers of the Faculty of Sociology created open online courses: "Sociology of Labor", "Introduction to Gender Sociology", "Political Decision-making process: Agents and Technologies", "Sociology".

1.   The educational program is developed and implemented based on the opinions and effective influence on the educational process of all stakeholders, from the state to the student community.

2.   Independently established educational standard in the direction of "Sociology" bachelor's degree level, constant constructive contacts with employers, teaching staff and the student community allowed the management of the educational program to create a competency model of the graduate of the program, successfully reflecting the requirements of the labor market and the demands of society.

3.   The curriculum is drawn up in full compliance with all regulatory documents of the federal and local level regulating the educational process at the university level in the Russian Federation, St. Petersburg State University and the Faculty of Sociology.

4.   The curriculum has several levels of structuring: by years and semesters of study, by the status of disciplines - the basic and variable part, disciplines of the student's choice and optional classes, by modules of study - "general sociology", "economic sociology" and "social anthropology".

5.   The modular construction of the curriculum, the presence of a variable part, elective disciplines and elective disciplines allows you to implement individual trajectories of learning and mastering the program.

6.   Teaching and learning materials that ensure the implementation of the educational program are developed in accordance with the adopted regulations, reviewed and checked by the Quality Control Commission at the Study-Methodical Commission of the Faculty of Sociology at least twice a year.

7.   Part of the Teaching and learning materials is used by other educational organizations in the implementation of similar educational programs.

8.   The Syllabi represent a system reflecting the logical connection of the disciplines in achieving the goal of the program, including the formation of the declared competencies.

9.   To achieve the objectives of the educational program, an arsenal of modern technical means, types and methods of conducting classes, including a variety of interactive opportunities, is used.

10.   The procedure for conducting the Final state examination in the form of defense of the GQW is regulated by internal regulations and orders. The work of the appeal commission is envisaged.

11.   During the implementation of the educational program, all the infrastructure and digital capabilities of St. Petersburg State University are used - e-mail, Blackboard, system Delo, 1C, SAP, St. Petersburg State University electronic library, MS Teams, etc.

Recommendations:

1.   When interacting with students, it seems desirable to identify the needs of students and areas of improvement of the educational program in a more substantive and in-depth way (for example, the lack of a popular course aimed at acquiring academic writing skills). The program managers remain unaware of the reasonable wishes of students interested in obtaining the necessary skills. The achievement of this goal can be facilitated by thematic meetings of faculty leaders dedicated to the issues of students' readiness to master disciplines, practical training, work on coursework and/or more substantive work of curators and/or group of elder students to identify difficulties encountered by students during the study on an educational program and/or the preparation of teaching materials, targeted at solving the identified problems (for example, a manual on the implementation of coursework and GQW - Golovin, N. A. The implementation of coursework and graduate qualification works in sociology: An educational and methodological manual. St. Petersburg: St. Petersburg State University, 2016, does not answer many topical questions of students, does not contain modern examples and has not been updated for six years).

2.   When determining the GQW topics and term papers, it is necessary to carefully maintain their focus on the Sociology problems. When analyzing the topics of the GQW and term papers, cases of approval of topics that do not fit into any of the Sociology issues were identified (Zverev N.S. Problems of digitalization of architectural activity, Kirkinbaev Zh.T. Commodification of personal data, Sharshov A.R. Assessment of the fixation of HIV transmission routes among registered HIV cases in the regions of the Russian Federation, etc.). The solution of this problem can be facilitated by discussing the topics of the GQW and term papers not only at the relevant departments, but also at interdepartmental commissions and/or involving the most qualified colleagues from other universities of St. Petersburg or other leading universities of the Russian Federation.

Criterion 4. Participation of Employers in the Educational Programme Realization

Criterion assessment*: excellent*

Main characteristics of the programme:
   Employers' involvement
   The Faculty of Sociology of St. Petersburg State University has developed a long-term practice of employers involvement in the educational process. The key partner of the faculty is the Sociological Institute of the Russian Academy of Sciences — a branch of the Federal State Budgetary Institution of Science of the Federal Research Sociological Center of the Russian Academy of Sciences. The partnership is carried out on the basis of an agreement (agreement b/n dated 27.10.2016).
   Key partners-employers: the Social Information Agency, the Institute of the History of Natural Science and Technology of the Russian Academy of Sciences (St. Petersburg branch), the Professional Community of University Employees, the Russian Society of Sociologists, the St. Petersburg Association of Sociologists. Partners-employers carry out an examination of the quality of educational programs. It should be noted that a branch of the Federal State Budgetary

Institution of Science of the Federal Research Sociological Center of the Russian Academy of Sciences is actively involved in the process of developing the topics of the GQWs.

Interaction with employers

During the online visit, it was found out that employers regularly carry out an examination of the program. As a result of this collaboration, the following disciplines were introduced: Sociological Analysis using Big Data, Sociological Clinic of Applied Research: mix methods.

Employers note an increase in the level of training of graduates in terms of ownership of SPSS, R+. Graduates working in the specialty are satisfied with their level of training in terms of processing and analyzing sociological data. This indirectly demonstrates the relevance of the educational program to the requirements of the labor market.

The Self-evaluation report and Teaching materials contain detailed information about the cooperation of the Faculty of Sociology of St. Petersburg State University and the branch of the Federal State Budgetary Institution of Science of the Federal Research Sociological Center of the Russian Academy of Sciences in terms of work on the topics of the GQW. The preparation of the topics of the GQW together with the academic research institute is undoubtedly a promising practice for improving the professional competencies of graduates.

The projects implemented by students at the Sociological Clinic of Applied Research formed the basis of the Teaching and learning materials in the following disciplines: Sociological Clinic of Applied Research: qualitative methods; Sociological Clinic of Applied Research: quantitative methods — advanced level; Sociological Clinic of Applied Research: mix methods.

Graduates' employment and GQWs

Employers who attended the online meeting with reviewers positively assess the general and professional training of graduates, and talk about many years of positive experience in recruiting graduates of the Faculty of Sociology. Representatives of the branch of the Federal State Budgetary Institution of Science of the Federal Research Sociological Center of the Russian Academy of Sciences, noted that they "identify the best and invite them to work in the Institution."

At a meeting with administrative officials of St. Petersburg State University, the head of the Department of Organization of Practices and Employment Promotion told about the university-wide career events. So, over the past 5 years, twice a year, St. Petersburg State University has hosted "Career Days", to which 40-50 employers in all industries are invited. The interviewed representatives of employers did not participate in the "Career Days", graduates who attended the online meeting also did not participate in this event.

The unique system of clinics at St. Petersburg State University allows us to speak with confidence about the inextricable connection of research and development, in which students are actively involved, with the practice of implementation in customer organizations. The possibility of passing all levels of practice in the Sociological Clinic of Applied Research allows students not only to master the necessary professional competencies of a sociologist-researcher, but also to see how the results of research are applied by the customer in business processes.

Strengths:

1. Coordination of the topics of the GQW with the leading scientific sociological center of the region: The Sociological Institute of the Russian Academy of Sciences http://socinst.ru /.

2. Established feedback with employers regarding the expert assessment of the content of the Teaching and learning materials.

Recommendations:

1. It seems promising to expand the presence of employers with vacancies for graduates at university-wide "Career Days", as well as to increase students' awareness of these events.

Additional information

We would like to mention a new project of St. Petersburg State University – the quality of education monitoring. Monitoring includes an assessment of the degree of compliance of the competencies and qualifications of graduates with the requirements of the labor market, which implies regular surveys of employers.

We believe that in the future, the data of this sociological monitoring will become an integral part of assessing the involvement of employers in the implementation of the educational program.

Criterion 5. Participation of Students in the Educational Programme Design and its Implementation

Criterion assessment*: excellent*

Main characteristics of the programme:

Students' participation and impact on the educational process

The bachelor's degree program "Sociology" provides basic knowledge about society, its theoretical description and practical realities, provides broad employment opportunities for graduates who are in demand in scientific organizations, universities and educational institutions, research and marketing agencies, firms and enterprises, public authorities and local governments, the media.

The educational program has been developed taking into account the professional standard and the opinion of employers (professional communities) on the correlation of graduates' competencies and labor functions in the field of professional activity.

Most of the students clearly formulate the goals of the program. All students are informed about the goals of the program on the St. Petersburg State University website and on social networks. Students influence the educational process through the Student Council and the participation of its representatives in the work of the Study-methodical commission. For example,

questions about students' statements about changes/clarifications of the topics of the GQWs are considered.

Every year at the meeting of the Study-methodical Commission, the issues of students' proposals on the content of the educational process and on improving the quality of education are considered. For example, questions about the quality of the implemented disciplines are considered.

The activity of the Student Council involves the participation of students in making decisions regarding the educational process. The Student Council representatives meet once a week with the Dean of the faculty, where current issues are discussed. In addition, students are invited to attend meetings of the Study-methodical Commission to receive feedback.

Two students take part in the Study-methodical Commission on a permanent basis. One student is a member of the Academic Council. Every year students are included in the work of the Commission for quality control of Education. Special measures to encourage students' participation in determining the content of the program and the organization of the educational process are not provided by departments and faculty. Activity is encouraged by the resource capabilities of the student council itself. In addition, the Dean of the Faculty of Sociology holds regular meetings with the student council, where the current problems of the educational process and the quality of the organization of training are discussed. Active students have priority opportunities for recreation and extracurricular activities at St. Petersburg State University.

Representatives of the Student Council, including Maria Borgardt, Chairman of the Student Council, are members of the Study-methodical Commission and attend its meetings on certain issues related to the development of programs. When developing educational and methodological documentation, the opinion of students is considered.

The assessment of the quality of classes is formed considering the results of student surveys (Order on conducting a survey of students in 2018 dated 28.02.2018 No. 1192/1). It should be noted that all surveys are anonymous and are used to make changes in the educational process.

The results of the survey on the quality of teaching disciplines conducted with students are used in updating curricula, syllabus and the distribution of pedagogical assignments. According to the results of the survey, 81% of undergraduate students answered in the affirmative to the question "Are you attracted to the assessment of classes and teachers?". This indicates a high level of the quality of education.

Collecting feedback

The feedback collection is formed based on the results of surveys of students, as well as surveys of scientific and pedagogical workers. All surveys are anonymous, their results are generalized, so most of the responses reflect the real situation.

Information about master classes, seminars, trainings conducted by employers is posted in the official groups of programs in certain social networks. According to the results of the events, audience responses are posted there, additional questions can also be asked there. If the event takes place on the MS Teams platform in a remote format, then questions to the speakers are discussed in the chat.

Examples of such master classes include the following:

Master class on the topic: "Research in business: the place of a sociologist", 09.06.2022, author: Margarita Shakirova, product researcher at the Aventica agency, Focus team.

Master class on the topic: "Features of the organization of corporate communications in a large Russian company", 06/15/2022, author: Moisa Anastasia, Chief Specialist in Internal Communications, Department of Personnel and Social Affairs, macro-region North-West, JSC "Russian Post".

According to the Self-assessment report, the quality of education was assessed by students. Share of students satisfied with the quality of education programs:

- satisfied – 92 %;
- not satisfied – 8%.

Compliance with students' expectations

During the interview, students pointed out the insufficient number of disciplines conducted in English, which helps them to integrate into the international scientific community.

According to the Self-assessment report, knowledge deepening is evaluated by students as:

- High level – 75.1%
- Average level is 13.4%
- Low level -3.1%
- Found it difficult to answer – 8.4%

Based on the survey, it can be concluded that students are satisfied with the organization of research work. Students note the high quality of the work of scientific advisors. The share of students who believe that:

- meetings with the scientific advisor are held regularly – 90.9%;
- it is difficult to arrange a meeting with the scientific advisor – 10,1%;
- a list of literature required for the study is provided – 100 %;
- the scientific research trajectory takes into account the wishes of the student – 100 %;
- the scientific research helps to systematize the data, contributes to their collection – 90,9 %.

Strengths:

1. Feedback has been established between students and the university, including in the form of regular surveys.

2. Students have an impact on the educational process with the help of the Student Council and participation in the work of the educational and methodological commission.

Recommendations:

1. It is recommended, when reviewing the Syllabi, to update them taking into account the data obtained through feedback (surveys). It is necessary to conduct on a regular basis not

only surveys on the assessment of the quality of education in general, but also on the assessment of the quality of disciplines. Thanks to this, it is possible to track the relevance, as well as the opinion of students about the advantages and disadvantages of a particular discipline.

2. It is proposed to improve the educational program in the direction of the formation of new disciplines (in English) or teaching disciplines in English.

Criterion 6. Teaching staff

Criterion assessment*: excellent*

Main characteristics of the programme:

General characteristics and involvement mechanisms

Based on the questionnaire, data were obtained on the awareness of teachers about the programme's objectives - 100%. The objectives of the program are communicated to all teachers through the annual mailing of the Programe Characteristics and the corresponding links to its placement on the website of St. Petersburg State University.

The share of teachers who implement specialized disciplines and have work experience over the past 3 years corresponding to the profile of the educational program is 55%.

The share of teachers who have relevant qualifications corresponding to the objectives of the courses they teach - 97%.

Scientific degrees of full-time and part-time teachers:

- are Ph.D. – 45 %;
- have an academic degree of Ph.D. from Russian university in the specialty profile – 36 %;
- are academicians/corresponding members of the Russian Academy of Education, the Russian Academy of Sciences, etc. – 4 %;
- have an academic degree of Ph.D. from foreign university in the specialty profile – 3 %.

The interaction of faculty teachers with students takes place on a regular basis: an individual schedule of consultations has been compiled for each teacher, when students can ask questions.

Within the framework of educational activities, students interact with teachers according to the curriculum and the schedule of classes – in the framework of lectures, seminars, practical classes. Such interaction takes place in person, via MS Teams, Blackboard, email, phone. Also, each student chooses a supervisor for the GQW and term papers preparation based on the scientific interests of both parties. In addition, scientific supervisors act as mentors – they involve them in professional competitions, Olympiads, conferences, publication activity. Teachers also invite students to participate in grant applications and research. Teachers often help students with internships and employment through their professional networks of contacts, as well as mentoring tools.

The monitoring system of teaching staff makes it possible to assess the orientation of the teacher's educational and scientific activities to the formation of a student's desire for self-study.

Receiving feedback when evaluating the activities of teaching staff is carried out through university-wide surveys of students. They are conducted every semester in the form of an Internet research on the St. Petersburg State University portal in order to monitor the implementation of educational programs and assess the quality of teaching academic disciplines (Order on conducting a survey of students in 2018 dated 28.02.2018 No. 1192/1). The results of these surveys are discussed at meetings of the study-methodical commission and the commission for quality control of the educational process of the Faculty of Sociology of St. Petersburg State University. (see Regulations) Also, students and graduates take part in the work of the 02.2018 No. 1192/1). The results of these surveys are discussed at meetings of the study-methodical commission.

According to the results of a questionnaire survey of teachers of the Faculty of Sociology of St. Petersburg State University, only 12% of teachers are engaged exclusively in teaching, 84% of respondents noted that they combine teaching and research activities, and 3% of teaching staff are mainly engaged in research activities. Also, the survey results showed that for almost a third of the teaching staff (29.7%), St. Petersburg State University is not the only place of work. At the same time, 48% of them also work in "another public or private educational organization", 33% in a "research institute", 17% combine work at St. Petersburg State University with work "in business", 10% noted other options.

The professional demand of teachers implementing the program is also indicated by the fact that they are involved in other educational institutions activities, including foreign ones. Examples: Sevastopol State University, St. Petersburg State Electrotechnical University "LETI", RANEPA, Chinese People's University (Renmin University of China), Harbin Polytechnic University (China) (China).

Eight employees of the program work under contract at the Sociological Institute of the Russian Academy of Sciences, a branch of the Federal State Budgetary Institution of Science of the Federal Research Sociological Center of the Russian Academy of Sciences. The share of teachers who have successfully passed the procedure of independent assessment of qualifications (including the international assessment of qualifications) and have an appropriate certificate of qualification as a confirmation of the assessment of their professional competence within the profile of the disciplines read is 98%.

Research work

St. Petersburg State University is a research hub of global importance, whose activities are implemented in dozens of research centers and laboratories, as well as in a Scientific Park with equipment and technological capabilities of an innovative type. The formation of applications, research support and accounting of the results of research activities is carried out in the information and analytical support system for research activities in the Pure St. Petersburg State University system, deployed on the basis of Pure Elsevier B.V. software.

Research at the expense of internal funding is carried out on a competitive basis. Information about the contests is publicly available on the St. Petersburg State University portal. The main criteria and requirements are: interdisciplinary research, publication of research results in leading scientific publications (indexed by Web of Science Core Collection or Scopus).

Applications for research at the expense of external funding are submitted to the Prorector for Scientific Work or to the Center of expertise of St. Petersburg State University.

Over the past 3 years, scientific and pedagogical workers involved in the implementation of programs have received funding through grants: the Russian National Fund, the Russian Foundation for Basic Research, and internal competitions. Projects with external financing were implemented: 2019 – 23; 2020 – 26; 2021 – 21.

Most of the research results (more than 90%) are used in the educational process.

First of all, leadership and participation as research performers is a prerequisite for effective employment contracts with senior teaching staff (associate professors and professors), which guarantees systematic improvement of professional competencies of teachers.

Research assignments, course work topics and GQWs programs are offered on the basis of current research projects.

Based on the completed research, new academic disciplines are created and existing ones are updated.

For example, the following academic disciplines have been developed and implemented according to the results of research and development of the Bachelor's degree: "Artificial Intelligence and artificial sociality: new problems for social science" (grants No. 18-18-00097 and No. 18-78-10049), "Emotions and Interactions in a comparative perspective" (grant No. 13-33-01008), "Sociological Research in the regions of the Arctic zone of the Russian Federation" (based on the results of a study commissioned by the World Wildlife Fund of Russia).

The share of teachers who participated in scientific conferences in the country and abroad as invited speakers (for the previous 3 years) is 100%. Examples:

XV Russian-Chinese Sociological Conference on the theme: "Culture and Art of the Silk Road (to the 70th anniversary of the founding of the People's Republic of China and the establishment of diplomatic relations between the People's Republic of China and Soviet Russia)", September 26-28, 2019, Shanghai. Publication: Russia and China at the turn of the third decade of the XXI century: economy, social management, culture (Collection of articles) [Electronic edition] / Edited by A. V. Petrova, O. P. Gorkova, Chen Zhimin. – St. Petersburg: Asterion, 2020. – 169 p.

All–Russian Scientific Conference XIV Kovalev Readings "Digital Society - a new format of social reality: structures, processes and development trends", November 12-14, 2020, St. Petersburg, St. Petersburg State University. Publication: Digital Society - a new format of social reality: structures, processes and development trends: materials of the All-Russian Scientific Conference XIV Kovalev Readings November 12- 14, 2020 / Editors: N.G. Skvortsov, Yu.V. Asochakov. - St. Petersburg: Scythia-print, 2020. – 603 p.

The results of research are used in the activities of third-party organizations on the basis of relevant agreements with St. Petersburg State University. Example: "Let's protect children together: promoting the organization of comprehensive assistance to children affected by sexual violence" (2019-2020, Presidential Grants Fund) ANO "Stellit", head of Rusakova M.M.

In 2019-22, 100% of the teachers of the program published their scientific works in Russian journals, 60% of the teachers (43 people) – in foreign journals. Of these, 138

publications in database journals (Scopus, Wos). Seven (10%) teachers have a high (15 and more) Hirsch index.

In 2019-2021, the teachers of the program conducted the involvement of students in the organized by the Faculty of Sociology and a Branch of the Federal Research and Sociological Center of the Russian Academy of Sciences scientific and practical conferences, including:

- Annual All-Russian Scientific Conference "Kovalevsky Readings" attended by undergraduate and graduate students (November);

- All-Russian Scientific Conference with international participation "Volunteerism, mutual assistance, solidarity" September 24, 2021, St. Petersburg, Russia.

- The first All-Russian sociological conference of young scientists on the topic: "Global Social Processes", December 20, 2019, St. Petersburg, St. Petersburg State University, which was attended by 25 students. Publication: Global Social Processes: the experience of sociological research (Collection of articles) / E. V. Petrova, A.A. Bragina, M.V. Boriskina, O.P. Gorkova, A.V. Dobronitskaya, M.L. Rasina, M.A. Rumyantseva. — St. Petersburg: Asterion, 2019. — 256 p.

- The second International sociological conference of young scientists on the topic: "Global Social Processes 2.0: Transformation of social reality in the context of digitalization and pandemic", December 25, 2020, St. Petersburg, St. Petersburg State University, attended by 30 students. Publication: Global social processes 2.0: Transformation of social reality in the conditions of digitalization and pandemic: collection of articles / V. Petrova, A. I. Gavrilova, O. P. Gorkova, A.P. Kochetkova, A. I. Kuhto, E. M. Lukina, E. D. Stalmakova. – St. Petersburg: Asterion, 2020. – 219 p.

- The third International sociological conference of young scientists on the topic: "Global Social Processes 3.0: Social Governance and Economic Development in a Digital Society", December 17, 2021, St. Petersburg, St. Petersburg State University, attended by 35 students. Publication: Global Social Processes 3.0: Social Governance and Economic development in a Digital Society (Collection of articles) / Ed. V. Petrova, K.Y. Besedina, K.I. Gavrilova, E.M. Lukina, S.S. Pogoreloy, Yang Yunke. — St. Petersburg: Asterion, 2022.

In 2019-2022, teachers published 9 textbooks:

- Sociology, theory, history, methodology: textbook / edited by D.V. Ivanov. 2019.

- Malinin, T. B. Demography and social statistics: textbook and practical course for academic bachelor's degree / T. B. Malinina. — Moscow : Yurayt Publishing House, 2019.

- Kelasyev, V.N., Pervova I.L., Shishkina E. Specificity and structure of social competence of vulnerable groups of the population. St. Petersburg: Asterion, 2019.

- Evseev E.A. Discrete mathematics for sociologists. Study guide. — St. Petersburg: Publishing House of St. Petersburg State University, 2020.

- Miletsky V. P., Semenov V. A. History and Theory of Conflict Resolution Institutions: Textbook, 2020.

- Ilyin V. I. Sociology of consumption: textbook for universities. — 2nd ed., Yurayt, 2020.

- Social studies: studies: in 3 vols. Under the general editorship of M.V.Pashkov. — 3rd ed., ispr. and add. — St. Petersburg: Publishing House of St. Petersburg University, 2021.
- Wang Xu, Vivatenko S. V., Petrov A. V., Sivolap T. E. Historical sociology and social history of China of the XX – beginning of the XXI century: textbook. — St. Petersburg: Asterion, 2022.
- Sikevich Z.V. Psychological methods in sociological research: educational and methodical manual for universities 2nd ed., supplement. Lan Publishing House, 2022.

The share of teachers of the program participating in the scientific activities of students is 85% (given that assistants cannot take scientific guidance of students due to qualification requirements).

10% of those participating in the implementation of the program are heads of scientific circles. In particular, the Russian-Chinese Sociological Scientific Society (PhD, Professor of the Department of Economic Sociology A.V. Petrov), student section of the All-Russian conference "Kovalevsky Readings" (PhD, Associate Professor of the Department of Sociology of Youth and Youth Policy N.E. Shilkina), organizing committee of the conference of young scientists "Global Social Processes" (PhD, Professor of the Department of Economic Sociology A.V. Petrov). These circles are (actively) attended by students – 30% of students in this field.

The regulation of attracting students and postgraduates to research is carried out on the basis of the Rules of training in the main educational programs implemented at St. Petersburg State University by providing detailed information about current problems for study, involving department teams in scientific research and the possibilities of applying acquired competencies in practice (information stands of the department, faculty website, corporate email, consultations, ZOOM, Teams discussions) .

The share of students who took part in conferences as speakers on the modules of the program (for the previous 3 years) under the guidance of a teacher involved in the implementation of the program is 30%. Examples:

The third International sociological conference of young scientists on the topic: "Global Social Processes 3.0: Social Governance and Economic Development in a Digital Society", December 17, 2021, St. Petersburg, St. Petersburg State University. Publication: Global Social Processes 3.0: Social Governance and Economic development in a Digital Society (Collection of articles) / Ed. V. Petrova, K. Y. Besedina, K.I. Gavrilova, E. M. Lukina, S. S. Pogoreloy, Yang Yunke. — St. Petersburg: Asterion, 2022. — 292 p.

XVII Russian-Chinese Sociological Conference on the topic: "Public health and the formation of a healthy lifestyle in Russia and China (on the 20th anniversary of the signing of the Russian-Chinese Treaty on Good Neighborliness, Friendship and Cooperation)", May 14-15, 2021, St. Petersburg, St. Petersburg State University. Publication: Public health and the formation of a healthy lifestyle in Russia and China (Collection of articles) [Electronic edition] / Edited by A.V. Petrova, Wang Xu, Yang Yunke. — St. Petersburg: Asterion, 2021. — 435 p.

At least 10% of the total number of students enrolled in the programs became winners/prize-winners in international competitions, national professional championships and skill competitions.

Including winners and prize-winners of the Open International Olympiad of St. Petersburg State University among students and young specialists of Metropolitan Science (Re)Search – direction "Social Sciences (Sociology, social work)", examples:

Tatulyan Arina Sergeevna Saint Petersburg State University (Bachelor's degree) – Winner 2022.

At least 10% of the students under the guidance of the teachers became recipients of grants /scholarships from employers (including representatives of large organizations) and executive authorities in Russia and abroad. Examples:

E.E. Kuklina (2019-2020) (Bachelor's degree) participant of the Russian Foundation for Fundamental Research grant 19-011-00543 "Fatherhood in Modern Russia: meanings, scenarios, resources and intergenerational dynamics" (Supervisor – Bezrukova O.N.).

Firsova K.A. (2019) (Bachelor's degree) participant of the research project "Study of the possibility of creating professional women's networks (self–support groups) of specialists working with women in difficult life situations in order to strengthen the ideology of gender equality and the empowerment of women of target groups" (Head - Bezrukova O.N.).

Data on publications and grants of teachers of the Bachelor's degree program is published on the website of the Faculty of Sociology of St. Petersburg State University at the link: List and rating of scientific and pedagogical workers: https://soc.spbu.ru/fakultet/kafedry/obshchie-svedeniya-o-kollektive.html.

Strengths:

1. The teaching staff implementing the educational program "Sociology" (bachelor's degree level) is characterized by one of the highest qualification levels among the universities of the country implementing such programs. Thus, more than a third of teaching staff have a Doctoral degree in the profile of the educational program, another 45% are Ph.D. The teachers of the program are in demand at the universities of St. Petersburg and at foreign universities.

2. The teaching staff implementing the educational program "Sociology" (bachelor's level) is actively engaged in educational and methodological activities, providing educational materials for the educational program, including the preparation and publication of textbooks and textbooks (9 textbooks have been published in the last four years alone).

3. The teaching staff implementing the educational program "Sociology" (bachelor's degree level) is actively engaged in scientific activity. They annually conduct more than 20 grants with external financing (Russian Foundation for Fundamental Research etc.). Teachers of the program regularly participate in the status of invited speakers in significant scientific and practical conferences. They publish the results of scientific research in highly rated Russian and foreign journals. So over the past 4 years, they have published 138 articles in journals (Scopus, Wos, the core of the Russian Research Citation Index).

4. Students are actively involved in research work both at the level of participation in grants, etc. projects, and at the level of preparation and participation in scientific conferences – up to a third of the students of the educational program. The Faculty regularly holds scientific conferences of young scientists.

Recommendations:

No.

Criterion 7. Programme's Material, Technical and Information Resources

Criterion assessment*: excellent*

Main characteristics of the programme:

Material and technical resources

For the implementation of educational programs, the Faculty of Sociology has a full set of material and technical resources that ensure the effective organization of the learning process (library, computers, sports equipment, hardware-software and audio-visual demonstration tools, etc.).

High-speed Wi-Fi hotspots with free Internet access are available in all buildings. Students have access to specially equipped laboratories, specialized classrooms and computer classes.

All students of St. Petersburg State University and teaching staff are provided with access to the funds of educational and methodological documentation and library systems formed on the basis of direct contracts with copyright holders.

The Faculty of Sociology has a sufficient number of on-line classrooms, computer classes, rooms for laboratory work, equipped with modern equipment and Internet access.

Within the framework of practical training, preparation of term papers and graduate qualification works, there is the possibility of using the resources of the St. Petersburg State University Science Park - the specialized Resource Center for "Sociological and Internet Research" and the Sociological Clinic. Here students can conduct sociological research at the level corresponding to international standards using the latest equipment and software (for example, Tableau for visualization and work with "big data"). The resource center and clinic are equipped with a computer system for conducting telephone surveys (CATI), there is a studio for conducting focus groups equipped with stationary duplicated audio and video equipment, a television screen, a one-way Gesell mirror separating the meeting room from the observation room.

Informational resources

Students have free access to the library system of St. Petersburg State University - M. Gorky Scientific Library. As part of the implementation of the "Open University" concept, almost all library collections have an online format. Access to all educational electronic resources is open and is available from any computer that has access to the Internet using an individual login and password that all employees of St. Petersburg State University have.

There are 4,997,913 copies of printed publications in Russian and the main European languages presented in the library. Educational publications in all fields of knowledge are presented in the amount of 1,172,617 copies of printed publications, including mandatory – 623,983 copies. Educational and methodical literature is available in the amount of 136,940

copies, including mandatory – 64,097 copies. The library fund is constantly replenished—42,491 copies of new publications were received in 2021.

Each student has a multifunctional Personal Account (Blackboard service (https://bb.spbu.ru /)). The student's personal account provides students with the necessary tools for drawing up an individual curriculum, choosing the topic of final qualifying works; allows monitoring progress.

At St. Petersburg State University, MS Teams is used for classes in a remote format. The Pure system is used to create electronic portfolios of students, teachers and research staff. For online protection, the Examus proctoring system is used.

Platforms and electronic educational resources

The Training information System is a proprietary development of St. Petersburg State University, aimed at digitally providing all types of educational activities and monitoring the achievements of students.

The Microsoft Teams platform is the main tool for teaching distance and mixed format classes. The Blackboard platform is an educational process support system in which electronic courses are created for all disciplines.

An obligatory part is the electronic courses of St. Petersburg State University on the platforms "Open Education" and "XuetangX" Online courses of St. Petersburg State University - St. Petersburg State University (spbu.ru).

Strengths:
1. The presence of an extensive library fund, replenished with new publications, and constantly developing digital solutions for the library and its users.
2. The availability of the most modern software for e-learning and the availability of a variety of digital services to optimize the learning process offline.
3. Availability of a sufficient number of laboratories for conducting sociological research equipped with advanced digital technologies.

Recommendations:
No.

Criterion 8. Management of Human Resources, Material, Technical, Information and Financial Resources of the Programme

Criterion assessment*: excellent*

Main characteristics of the programme:
Management of Human Resources

Management of human resources is implemented at the university-wide level. The Regulation on the procedure for filling positions of Scientific and Pedagogical Workers of St. Petersburg State University (Order No. 10864/1 of 31.10.2019 with subsequent amendments)

applies to teaching staff. On the basis of the regulation, scientific and teaching activities are stimulated (material and moral encouragement of achievements, competitions, creation of conditions for creative work, academic mobility) Methods of encouragement based on indicators of publication and project activity of employees are practiced. In particular, competitions are held annually to establish surcharges for publication activity; surcharges are established for young scientists – Ph.D. up to 30 years old, doctors of sciences – up to 40 years old.

In order to implement the systematic development of the personnel reserve at St. Petersburg State University, the following tools are provided to stimulate professional growth and motivation for academic and teaching activities:

- contests of educational and methodological and research works, special project contests;
- support for participation in international conferences;
- regular trainings and master classes with the invitation of experienced professors, including foreign ones, and leading specialists of the industry and higher education to conduct them;
- professional development;
- regular meetings with the university management;
- internships of young teachers and scientists (including in leading research centers);
- involvement of young teachers and graduate students in teaching;
- providing methodological and scientific support to young teachers, postgraduates and students: inclusion in the work of leading scientific schools, support for students and postgraduates in the preparation of their publications;
- organization of youth scientific schools and conferences with the involvement of leading scientists and specialists;
- organization of student conferences at which students report on the results of their research.

By creating a favorable environment for the professional growth of young employees, the university increases the chances of maintaining its own staff with high professional potential, attracting young talented people from the external environment, and will also be able to expect significant returns from young teachers and researchers. The University relies on young researchers and teachers in creating new methods and technologies, increasing the effectiveness of research and resource centers, and improving the pedagogical skills of teachers.

An example of teachers who have received higher positions over the past three years: Kretser I.Yu. – the position of associate professor, Stepanov A.M. - the position of associate professor.

Internal monitoring of the activities of the teaching staff is carried out by the heads of departments involved in the programe implementation. In the additional agreements on the performance of the duties of the head of the department, the obligation of the employee to monitor the quality of all types of classes conducted by the teachers of the department is fixed. The supplementary agreement on the performance of the dean's duties stipulates the obligation to participate in the quality control of all types of training sessions and scientific work performed by

Faculty teachers, to organize the analysis and discussion of educational, methodological and research work of members of the Faculty staff at a meeting of the Academic Council of the Faculty.

The mechanism of internal monitoring of the activities of teaching staff is university-wide surveys conducted among students. They are conducted every semester in the form of an Internet research on the St. Petersburg State University portal in order to monitor the implementation of educational programs and assess the quality of teaching academic disciplines (Order on conducting a survey of students in 2018 dated 28.02.2018 No. 1192/1) The results of these surveys are discussed at meetings of the educational and methodological commission and the commission for quality control of the educational process of the Faculty of Sociology of St. Petersburg State University.

In addition, internal monitoring of the activities of the teaching staff is carried out through reports containing information on the results of the most significant scientific research. The obligation to submit such reports to the heads of departments (heads of departments) annually until December 01 is fixed in the employment contracts of scientific and pedagogical workers engaged in research work. Internal monitoring of the Management and administrative staff activities is carried out by analyzing the actual indicators and results of employees' activities by the heads of the relevant structural divisions (departments, departments) based on annual individual and collective reports submitted by them on the performance of their official duties.

Methods of encouragement based on indicators of publication and project activity of employees are practiced.

The level of qualification of teaching staff and opportunities for professional development

The entire teaching staff work under effective contracts and their high professional qualifications are confirmed with each passing of the competitive selection. At St. Petersburg State University, there are requirements for the qualifications of teachers involved in the program implementation. The requirements relate to the profile of education, the number of publications, participation in research grants and conferences, etc.

Example of teacher qualification requirements:

Associate Professor

- the academic degree of a candidate (doctor) of sciences or the presence of an equivalent academic degree obtained in a foreign country, recognized in the Russian Federation or recognized in accordance with the established procedure at St. Petersburg State University (at the time of submission of documents);

- the experience of scientific and pedagogical work for at least 3 years or the academic title of associate professor;

- experience of research work in the field of sociology, confirmed by the presence of at least 3 scientific publications for the period not earlier than 01.01.2018, indexed in the Web of Science Core Collection/Scopus/Russian Research Citation Index/ CSSCI databases or included in the list of the Higher Attestation Commission;

- the number of grants (contracts) for the period not earlier than 01.01.2018, in which the applicant was either a manager or an executor, is not less than 1;
- for the period not earlier than 01.01.2016, the presence of a certificate of advanced training in the field of pedagogy and/or information and communication technologies and/or in the field of knowledge and/or work experience of at least 6 months in foreign educational and/or scientific organizations and/or work experience of at least 6 months in foreign companies in positions related to the field of knowledge.

A comprehensive assessment of the teaching staff is carried out during the passage of the competition and the conclusion of an effective employment contract.

Key performance indicators of the teaching staff:

- scientometric indicators in publications included in the scientometric databases of the Russian Research Citation Index, Scopus, Web of Science Core Collection;
- publication activity in publications included in the scientometric databases of the Russian Research Citation Index, Scopus, Web of Science Core Collection;
- expert activity in the fields of knowledge in which scientific and educational activities are carried out at the university;
- participation in the expansion of domestic and international cooperation in scientific activities;
- professional development;
- participation in research/creative and performing projects, programs, grants as managers or responsible performers;
- work in research laboratories under the guidance of leading scientists, with the involvement of promising researchers from other Russian and foreign organizations;
- educational and methodical work;
- membership in editorial boards of scientific journals, organizing committees of scientific conferences;
- participation in scientific All-Russian and international conferences;
- honorary and academic titles;
- international, state, academic awards;
- victories in international and all-Russian competitions;
- knowledge of foreign languages.

Satisfaction of teachers with personnel policy:
- completely satisfied with the personnel policy – 90,9%;
- are not satisfied with the personnel – 9,1%.

Satisfaction of teachers with the university's motivation system (material):
- completely satisfied with the motivation system – 70,5%;
- dissatisfied with the motivation system – 29,5%.

Satisfaction of teachers with the university's motivation system (non-material, career prospects):
- completely satisfied with the motivation system – 61,4%;
- dissatisfied with the motivation system – 27,3%.

- found it difficult to answer – 11.4%

The effective labor contract of St. Petersburg State University states that one must conduct research work in the field related to the profile of the department and publish a certain number of articles per year in publications indexed on the Web of Science Core Collection or Scopus platforms. Conducting scientific research is an integral part of maintaining the teaching staff competencies.

According to the employment contract, the employee must systematically improve their skills.

The process is regulated by the regulations on advanced training of employees of St. Petersburg State University, Order No. 5655/1 of 16.07.2015.

In addition, every year St. Petersburg State University holds a Competition for the participation of research and teaching staff in interuniversity exchange programs, within which teaching staff can participate.

Management of material and technical resources

Based on the survey, it was found that 100% of teaching staff believe that information support is sufficient for students to achieve the expected learning outcomes.

Satisfaction of teachers with the quality of the conditions for the implementation of the educational program (classrooms, laboratories, funds, and the reading room of the library):

- satisfied with the quality of the conditions for the implementation of educational programmes – 79,5%;
- dissatisfied with the quality of the conditions for the implementation of educational programmes – 20,5%.

Satisfaction of administrative and managerial personnel with the quality of working conditions:

- satisfied – 88,2%;
- dissatisfied – 5,9%;
- find it difficult to answer – 5,9%.

Satisfaction of students with the quality of classrooms, laboratories, premises of departments, funds, and a reading room of the library:

- satisfied with the quality of classrooms, laboratories, department premises, funds and the library reading room – 92%;
- dissatisfied with the quality of classrooms, laboratories, premises of departments, funds and a reading room of the library – 8%.

Management of financial resources

Financial support of the Saint Petersburg State University is provided at the expense of budget allocations provided in accordance with the laws on the federal budget, funds from income–generating activities within the framework of its types provided for by the Charter in accordance with Article 298 of the Civil Code of the Russian Federation and Article 9.2 of the Federal Law on January 12, 1996 No. 7 "On Non-profit Organizations", income from the trust

management of the target capital "Development of St. Petersburg State University" and sponsorship funds received under donation agreements.

Subsidies are regularly provided from the federal budget of St. Petersburg State University for the fulfillment of state tasks (in accordance with the procedure established by the Decree of the Government of the Russian Federation No. 640 of June 26, 2015), subsidies for scholarship provision and major repairs of federal property (in accordance with the procedure established by the order of the Ministry of Education and Science of the Russian Federation No. 446 of May 30, 2012) and funds for the provision of orphans and persons left without parental care.

Additional funding for the program comes from contracts with students on an extra-budgetary basis. As well as from attracting funding from external funds for scientific research.

Scientific and pedagogical workers who implement programs regularly participate in competitions of scientific foundations and other organizations to attract additional funding for research.

Over the past 3 years, 36 projects have been implemented at the Faculty of Sociology by employees, of which 14 are funded by the Russian Foundation for Fundamental Research, 4 are projects of the Russian National Fund and 18 are under contracts from the customer's funds. External financing of scientific research in the profile of the evaluated program is carried out through the implementation of projects with external financing of research and development, the implementation of competitive projects at the expense of the federal budget (Federal Target Program, etc.), grants from Russian and foreign funds.

The volume of current external financing (rubles): 2019 - 51,756,750; 2020 - 58,702,354; 2021 - 81,395,716.

Strengths:

1.   St. Petersburg State University has a unified approach to human resources management. Teachers implementing the program are included in all elements of this process, which involves the systematic development of the personnel reserve.

2.   Within the framework of the principles and mechanisms of personnel management at St. Petersburg State University, teachers implementing the program undergo a comprehensive assessment of their activities according to uniform criteria of scientific, educational, teaching and methodological activities, professional development, scientific leadership, foreign language proficiency, etc.

3.   The management of the Faculty of Sociology and the accredited program have achieved full information support.

4.   The program is fully funded within the budget resources allocated for its implementation, and uses additional funds received under contracts from students on an extra-budgetary basis and from third-party organizations for conducting scientific research.

Recommendations:

No.

Criterion 9. Student services

Criterion assessment*: good*

Main characteristics of the programme:

 Student services

 While studying at St. Petersburg State University, students are given the opportunity to complete various internships with the prospect of further employment.

 Career and employment centers operate on a permanent basis in a specialized educational and scientific unit, which give the student the opportunity to choose the most suitable option for on-the-job training, practical training or work.

 In addition, "Career Days" are held at St. Petersburg State University. As part of this series of events, St. Petersburg State University students have the opportunity to get acquainted with leading Russian and foreign companies offering interesting positions for internships, permanent or temporary work. Among the companies that offer jobs are the following: KPMG, Ernst & Young, Toyota, Nokian Tyres, International Paper, etc.

 In the direction of "Sociology" there is a Department for organizing practices and promoting employment, which is a link between partner companies and students.

 In addition, master classes on resume preparation and job placement trainings are held at the university on a regular basis.

 There are financial support mechanisms for students at St. Petersburg State University. Financial assistance to St. Petersburg State University students is provided in the following areas:

- organization of meals in student canteens at discounted prices;
- payment for spa treatment;
- targeted payments to students from among orphaned children;
- targeted payments to students with disabilities and low-income students;
- trips to sports and recreation camps;
- rector's and employer's scholarships and other awards;
- payment of public transport.

 St. Petersburg State University provides training opportunities both at the expense of the federal budget of the Russian Federation, and locally with the payment of tuition fees under contracts with individuals and (or) legal entities. St. Petersburg State University students also have the opportunity to obtain educational loans to pay for tuition, including an educational loan with state subsidies.

 There are different facilities functioning in the university:

- library with reading rooms;
- canteen and/or buffet;
- gyms, swimming pool and stadium;
- local shops where students can buy stationery, educational literature, etc.
- dormitory.

 We should note the level of dissatisfaction with the hostel among non-resident students studying in the Sociology program. During the interview, students named among the main

disadvantages: the distance of the hostel from the place of study (the road takes up to 2.5 hours one way) and an unstable Wi-fi network that does not allow full use of the information resources necessary for the development of the program. Both of these factors affect the success of the development of the educational program.

The educational organization has a training department that helps students to issue and receive documents: certificates confirming training; call certificates; extracts from the order; test and examination sheets; logins and passwords, test books and student cards. In addition, the department can clarify information about tuition fees, etc. Students have the opportunity to apply to the Educational Department in the direction of "Sociology", also many options are available in the student's personal account.

Academic mobility

St. Petersburg State University provides for the possibility of studying abroad for one or two semesters with the possibility of crediting the results of study within the framework of direct bilateral and multilateral agreements between St. Petersburg State University and universities in other countries.

Student mobility involves internships (including language) at foreign universities from 4 weeks to 10 months within the framework of interstate agreements of the Russian Federation.

Social and personal development

Encouraging students to participate in extracurricular activities is carried out in different directions. Students receive points for participating in various conferences of different levels, master classes, workshops, which is one of the criteria for successful completion of the discipline "research work". Students receive points as part of the competition for the opportunity to participate in an academic exchange. And the last direction is getting points for receiving an increased scholarship.

It is worth noting that during the interview the students were asked the question: "What do you think the volunteer, extracurricular activities of some of the students are connected with, are all the motives of the students related to the concept of "help" or is it more an activity to get the most points for a scholarship?". Most of the students replied that for many students extracurricular activities are a way to get points for an increased scholarship.

St. Petersburg State University has more than 10 creative clubs and studios for students on a permanent basis, including: "WHAT? WHERE? WHEN?", Chess Club, Volleyball Sports Club, Career Club, English Club, St. Petersburg State University Theater Studio, St. Petersburg State University Students' Choir, etc.

However, during the interview, many of the students did not know what kind of creative clubs, clubs and studios they have at the faculty, as well as at St. Petersburg State University as a whole.

At St. Petersburg State University, events for students are divided into two types: 1) Adaptation events, 2) Cultural and sports events.

Adaption events

Adaptation events are organized and implemented by the Union Organization of Students and Postgraduates of St. Petersburg State University. This organization deals with all issues concerning student life. There is an employment center at the organization, thanks to which students can find permanent or temporary work, complete internships in companies. In addition, in the trade union organization, you can get free and discounted tickets to theaters and concerts, subscriptions to sports clubs, dance schools, etc.

Also, Open Days, team building trainings and welcome meetings organized by the heads of educational programs are held for first-year students.

Cultural and sports events

Student life at St. Petersburg University is diverse and eventful. In addition to classes, open educational and scientific seminars, conferences and lectures by famous scientists, more than 300 events are held annually at St. Petersburg State University. For example, an international festival; Spring and Winter balls, football championships and others.

Equal rights

St. Petersburg State University provides targeted payments to students with disabilities and for students from low-income families. Also, additional payments are provided to students who are eligible for a state social scholarship: a social scholarship for privileged categories of citizens, increased social scholarships, financial assistance.

Strengths:

1. Long-term practice of interaction of the university, employers and students. Providing practice bases, employment, holding a "Career Day" for students.

2. The opportunity to study abroad for one or two semesters with the possibility of crediting the results of study within the framework of direct bilateral and multilateral agreements between St. Petersburg State University and universities of other countries.

3. Regular meetings of the dean with the student council of the faculty, promotes greater involvement of students both in the educational process and in extracurricular activities. Allows to build trajectories of joint activities of the administration and students in the implementation of joint projects.

Recommendations:

1. It is recommended to establish feedback mechanisms with students for a more complete understanding of the motivation for participation in extracurricular activities, because for many the ultimate goal of participation in volunteer activities is unclear. Many students regard the activity of some students as a means of achieving an increased scholarship. To do this, it is necessary to hold meetings with students on a regular basis (at the end of each semester), where they will be motivated (by means of a questionnaire, or in the format of a conversation) to participate in extracurricular activities, as well as to form a positive image of a student participating in extracurricular activities of the faculty.

2.   It is recommended to establish a mechanism for targeted notification (through personal accounts) and informing students about the presence and work of university-wide studios, clubs, etc. organizations for the development of extracurricular activity of students. It is also advisable to conduct surveys about student requests for preferred and less interesting clubs, studios, events. In addition, it is advisable to consider the introduction of an exhibition similar to Career Day – for example, "Day of Creativity", where all studios, clubs, etc. will be presented. organizations.

3.   Special attention should be paid to the student dormitory. It is recommended to consider the possibility of transferring the dormitory to places located closer to the academic building. It is also proposed to solve the issue of acceptable operation of the Wi-fi network.

Criterion 10.   Interaction with Applicants

Criterion assessment*: excellent*

Main characteristics of the programme:
Attracting Russian applicants

The work on attracting applicants to study at the Sociology program is carried out within the framework of the admission company. It provides for such career guidance activities conducted by St. Petersburg State University on a regular basis, such as: Open door days; career guidance lectures in schools; online presentations of educational programs.

So, on 05.12.2021 and 29.05.2022, the Days of the applicant were held at St. Petersburg State University, it was carries out in the format of an online broadcast. Applicants for bachelor's, specialist's, master's and postgraduate programs received information about the advantages of studying at St. Petersburg State University, intellectual competitions that give advantages in admission, extracurricular and scientific activities, asked their questions to the speakers. Separate lectures were devoted to the algorithm of admission to the University. A lecture hall was organized for everyone — popular science lectures by University teachers. Vocational guidance workshops were held for school students and their parents.

From January to May 2022, a series of online career guidance events "Informational meetings with foreign applicants of St. Petersburg State University" was held. Representatives of the University spoke about educational opportunities, the specifics of educational programs, as well as about the peculiarities of admission to study of foreign citizens, stateless persons and Russian citizens permanently residing abroad. Dates: January 20 — May 23, 2022.

The schedule of informational meetings with foreign citizens is presented on the website of the Admission Committee of St. Petersburg State University. There is a recording of open lectures "Kaleidoscope of Science".

In the field of sociology, a presentation "Society in the XXI century: from virtualization to augmented reality" was held Speaker: Dmitry Ivanov, PhD, Professor, Head of the Department of Theory and History of Sociology of St. Petersburg State University.

The teachers of the program conducted a series of open career guidance classes on the basis of gymnasium No. 85 within the framework of the project "Faculty of Social Sciences".

An online presentation of the Bachelor's degree program "Sociology" was held within the framework of university informational meetings with schoolchildren and their parents.

09.11.2021 at 17:00 http://vc.spbu.ru /dod/

01.03.2022 16:00 https://abiturient.spbu.ru/images/prof/vstrechi_shkola_2022.pdf

Winners and prize-winners of the final stage of the All-Russian Olympiad of Schoolchildren, members of the national teams of the Russian Federation who participated in international Olympiads in general education subjects and formed in accordance with the procedure established by the federal executive authority responsible for the development of state policy and regulatory regulation in the field of education, in specialties and (or) areas of training corresponding to the profile of the All-Russian school Olympiads or international Olympiads are accepted for training without entrance tests for 4 years following the year of the corresponding Olympiad.

When applying for the program, the results of the Olympiads of students of I and II levels in social studies, history, Russian, and a foreign language are taken into account. Special rights are granted to the winners and prize-winners of school Olympiads held in accordance with the Procedure for conducting school Olympiads approved by the Ministry of Education and Science of the Russian Federation and included in the List of School Olympiads approved by the Ministry of Education and Science of the Russian Federation for the corresponding academic year, who studied during the period of participation in the Olympiad in the 10th or 11th grade.

In accordance with clause 7.18.5 of the Admission Rules , the following individual achievements are taken into account when applicants are equal according to other ranking criteria:

- laureates of the Intel International Science and Engineering Fair (Intel ISEF) World Competition of Scientific and Engineering Works;
- persons who have a certificate of mastering open online courses of St. Petersburg State University;
- persons who have a document on the development of additional educational programs of St. Petersburg State University;
- winners of the federal or regional level of the All-Russian historical dictation on the events of the Great Patriotic War "Dictation of Victory";
- winners of the federal or regional level of the All-Russian competition among educational organizations of the Russian Federation "History of local self-government of my region";
- persons who have a certificate of successful completion of the SAMSUNG IT SCHOOL program;
- winners of the school accelerator SberZ;
- winners or prize-winners of the final stage of the Olympiad of schoolchildren "Russia in the electronic world";
- winners or prize-winners of the Baltic Scientific and Engineering Competition;

- winners or prize-winners of the intellectual talk show "Easy to Say", held by St. Petersburg State University within the framework of the Federal Target program "Russian Language";
- winners and prize-winners of the competence track of the Olympiad of the Circle Movement of the National Technological Initiative "Talent 20.35";
- winners and prize–winners of the competence track of the Olympiad of the Circle Movement of the National Technological Initiative - the digital portfolio competition "Talent NTO".

Admission of Russian applicants

Two school Olympiads are held to select talented applicants for the program:

1. Olympiad of St. Petersburg State University students in Social Studies

The Olympiad of St. Petersburg State University students in Social Studies is one of the most popular among the subject Olympiads. It is included annually in the List of School Olympiads approved by the Ministry of Science and Higher Education of the Russian Federation. Traditionally, the Olympiad of St. Petersburg State University students in Social Studies is held by the Faculty of Sociology, the Faculty of Economics, the Institute of Philosophy, the Faculty of Political Science and the Faculty of Law. Leading scientists and teachers of St. Petersburg State University are invited to the Methodological Commission and the Jury. The involvement of specialists from various branches of the socio-humanitarian sphere makes it possible to include in the test tasks of the Olympiad a wide range of issues related to modern social phenomena and processes. Highly qualified teachers formulate tasks in such a way that each participant can unlock their potential and show intellectual abilities.

2. St. Petersburg State University Students' Olympiad in Sociology

The St. Petersburg State University Students' Olympiad in Sociology is an interdisciplinary socio—humanitarian Olympiad built within the framework of the profile "Sociology".Since the 2011/12 academic year, it has been included in the List of School Olympiads approved by the Ministry of Science and Higher Education of the Russian Federation. The specifics of the St. Petersburg State University Students' Olympiad in Sociology are manifested in the interdisciplinary nature of the task type itself. The element of non-standardness allows the participant of the Olympiad to show not only knowledge, but also erudition, ingenuity, develop analytical skills, develop "soft skills", such as self-organization and planning of independent work.

St. Petersburg State University has organized preparatory courses for the Unified State Exam, with a different number of hours based on the system of additional education. The program of preparation for admission includes two elements:

1. In-depth theoretical course on the subject of "Social Studies" (124 academic hours)
2. Practical classes (trainings) (124 academic hours)

A group of no more than 15 people — individual approach and attention to each student https://soc.spbu.ru/abiturient/podgotovitelnye-kursy.html.

St. Petersburg State University provides necessary educational and methodological materials: the course program, methodological manuals, additional literature. To prepare for the

Unified State Exam in social Studies, the authors of St. Petersburg State University and experts of the Unified State Exam published a unique textbook in three volumes, fully revealing the main subject areas of the discipline.

Social studies: studies: in 3 vols. Vol. 1: Man and society / under the general ed. of M. V. Pashkova. — 3rd ed., ispr. and add. — St. Petersburg.: Publishing House of St. Petersburg University, 2021. — 272 p.

Social studies: studies: in 3 vols. Vol. 2: Spiritual and economic spheres of society / under the general ed. Pashkova. — 3rd ed., ispr. and dop. — SPb.: Publishing House of St. Petersburg University, 2021. — 470 p.

Social studies: studies: in 3 vols. Vol. 3: Social and political spheres of society. Law in the system of public relations / under the general ed . M. V. Pashkova. — 3rd ed., ispr. and add. — St. Petersburg.: Publishing House of St. Petersburg University, 2021. — 374 p.

For each lecture session of the preparatory courses, a folder is sent to the listeners by e-mail, including a lesson plan, definitions of basic terms, a description of approaches to the study of social phenomena, tasks for independent preparation. Materials of test tasks are distributed during practical classes.

There is also an online course of St. Petersburg State University "Preparation for the Unified State Exam in Social Studies", the authors of which are teachers of St. Petersburg State University, including from the Faculty of Sociology.

Applicants can submit documents for programs online using their personal account on the website of St. Petersburg State University. In addition, they can also apply through the online university Admission service on the Public Services portal.

Admission of entrance tests for the bachelor's degree program takes place in the form of online submission of information about the Unified State Exam and other information for admission (Olympiads, documents for accounting for individual achievements and information about special rights).

Interaction with foreign students

Interaction with foreign applicants is carried out through the admission committee for foreign citizens of St. Petersburg State University. Since 2018, St. Petersburg State University has been operating a Preparatory department for foreign citizens. The courses enable foreign citizens to prepare for the bachelor's and master's degree programe.

Over the years, more than 100 students from almost 100 countries have completed their studies at the Preparatory Department. In 2021, a remote "Preparatory department (for foreign citizens)" was opened.

There is a program of Humanitarian profile. Duration of training: 10 months. Total hours: 1008. Basic discipline: Russian. Additional disciplines: Social Studies, History. The Faculty of Sociology implements a set of adaptation measures for foreign applicants/students:

- students are trained in the course "Russian as a foreign language";
- for foreign students who did not come for epidemiological reasons, broadcasts of disciplines taking place in classrooms are organized;

- the training for foreign students who are on distance learning is synchronized due to the difference in time zones, by sending materials for self-study and consultations of teachers;

A curator for interaction with foreign students has been appointed from the scientific and pedagogical staff of the faculty. Its functions include information support for foreign students in the educational process: conducting remote meetings with 1st-year students in order to identify problems that arise in the course of study; conducting remote meetings with 2nd-year students in order to present scientific topics of departments for choosing a supervisor and the topic of course work; assistance in establishing contacts with teachers and staff of the educational department.

Strengths:

1. The heads of the faculty and the program conduct numerous activities to attract applicants, including Open Days, career guidance events in schools, as well as the placement of information materials in the media and social networks.

2. The preparatory courses for Russian and foreign applicants, fully provided with educational and methodological materials.

3. The selection for training under the program is made using all the opportunities and channels of admission to the university: subject Olympiads in sociology conducted by the Faculty of Sociology, All-Russian subject Olympiads, enrollment based on the results of the Unified State Exam with established high requirements for the level of points.

4. A fully functioning preparatory department for foreign applicants.

Recommendations:

No.

Curriculum Vitae

Name: Vladimir Zyryanov

Place of employment, position	Lomonosov Moscow State University, Faculty of Sociology, Department of Social Technologies, Associate Professor
Academic degree, title	Ph.D. in Economics, Associate Professor
Honors, ranks	-
Education	higher
Professional achievements	Certificate of Honor of the Ministry of Education and Science (order No. 951/k-n of December 9, 2016, ACUR Expert (2013), OSN Expert (2016), AKKORK Expert (2014, 2018)
Research interests	Sociological education, sociology of education, economic sociology, social statistics
Practical experience in the field of the programme	Work experience at the Faculty of Sociology of Moscow State University is 19 years, including 11 years as Deputy Dean (educational and methodological work). The results of scientific and educational work in the field of training "Sociology" are reflected in https://istina.msu.ru/profile/ZyryanovVV/

Name: Maria Ivchenkova

Place of employment, position	Institute of Sociology of the Federal Research Sociological Center of the Russian Academy of Sciences, Senior Researcher
Academic degree, title	Ph.D. in Sociological Sciences
Honors, ranks	-
Education	higher
Professional achievements	Expert AKKORK (2018)
Research interests	Sociology of knowledge, sociology of expert knowledge, analytical centers and thought factories.
Practical experience in the field of the programme	Work experience in a scientific organization since 2011 as a sociologist-researcher. The results of scientific activity are available at the link: https://www.isras.ru/pers_about.html?id=581

Name: Larisa Titarenko

Place of employment, position	Belarusian State University, Faculty of Philosophy and Social Sciences, Department of Sociology. Professor of the Sociology Department.
Academic degree, title	Doctor of Sociological Sciences, Professor
Honors, ranks	Honored Worker of BSU (2013)
Education	higher
Professional achievements	Academician of the New York Academy of Sciences (1997), Honorary Member of the International Society of Education (2007) and the Netherlands Institute for Advanced Social Studies of the Royal Academy of Sciences and Arts (1996). Member of the International Sociological Association. THE international expert in Sociology (2020-2022).
Research interests	Sociology of education. Social theory. History of sociology. Sociology of youth. Sociology of labor. Gender studies.
Practical experience in the field of the programme	Work experience in sociology (BSU) (teaching, research) 35 years. 5 years of teaching experience abroad. The results of scientific and educational work in the field of training "Sociology" are reflected https://ffsn.bsu.by/ru/fakultet/personalnye-stranitsy/55-k-soc-pp/titarenko-lg/96-titarenko-lg-b.html

Name: Elizaveta Nesterova

Place of employment, position	Lomonosov Moscow State University, Faculty of Sociology, second-year master's student
Academic degree, title	-
Honors, ranks	-
Education	Higher education, Bachelor's degree in "Sociology"
Professional achievements	-
Research interests	Economic sociology, social technologies
Practical experience in the field of the programme	-