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REVIEWERS' REPORT

ON THE RESULTS OF THE EXTERNAL EVALUATION OF THE EDUCATIONAL MASTER DEGREE PROGRAMME SOCIAL WORK

IMPLEMENTED IN
SAINT PETERSBURG STATE UNIVERSITY

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Moscow – 2022

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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

[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 «Social Work» is implemented in the field of studies «Sociology and Social Work» and leads to the award of the qualification (degree) Master of Social Work. The Master's program continues the bachelor's degree program in the field of training "Social Work", which attracts applicants from all over Russia. The programme is managed by Ph.D. in sociological sciences, professor Pervova Irina.

Place of the implementation – St. Petersburg, st. Smolny d 1/3 9th entrance;

Training period – 2 years;

Form of education – full-time,

Credits – 120.

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 7^{th} 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. St. Petersburg State University Higher Education Standard, approved by Order No. 7828/1 dated August 9, 2018.
3. Professional standard "Specialist in social work", approved by the Order of the Ministry of Labor and Social Protection of the Russian Federation of June 18, 2020 No. 351n (registered with the Ministry of Justice of Russia on July 15, 2020 N 58959).
4. The professional standard "Head of the social services organization", approved by the Order of the Ministry of Labor and Social Protection of the Russian Federation of June 18, 2020 No. 353n (registered by the Ministry of Justice of the Russian Federation on July 15, 2020 No. 58960).
5. Professional standard "Specialist in minors custody and guardianship organization", approved by Order of the Ministry of Labor and Social Protection of the Russian Federation of November 18, 2013 No. 680n (registered by the Ministry of Justice of the Russian Federation on December 26, 2013 No. 30850).
6. Professional standard "Specialist in rehabilitation work in the social sphere", approved by the Order of the Ministry of Labor and Social Protection of the Russian Federation of June 18, 2020 No. 352n (registered by the Ministry of Justice of the Russian Federation on July 20, 2020, registration No. 59010).
7. The professional standard "Specialist in working with families", approved by the Order of the Ministry of Labor and Social Protection of the Russian Federation of November 18, 2013 No. 683n (registered by the Ministry of Justice of the Russian Federation on December 26, 2013, registration No. 30849).

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

At the time of accreditation, 19 persons purse the analyzed programme.

On budgetary provisions	On a paid basis	On employers-sponsored basis
18	-	1

Online visit was carried out within the external assessment of the programme during the period from September 26 to September 27, 2022.

Strength of the programme

1. High level of teaching staff: 36% of the teaching staff have a doctorate degree in their specialty, 45% have a Ph.D. degree, actively participate in research activities (including with the involvement of students), represent the interests of St Petersburg University at international and all-Russian conferences.
2. Participation of programme students in social research, for example: the Russian-German Center for Social Sciences, the International Center for Social Research, the Russian-Chinese Center for Comparative Social, Economic and Political Research, the Resource Center for Sociological and Internet Research.
3. Involvement of stakeholders in the design of the analyzed programme. Employers are involved in the implementation of the educational program, the development of evaluation tools repository, and the practical training of students. Students are also involved in the design and implementation of the educational program (through the participation of representatives of the student council in the Study Methodical Commission , the Academic Council of the faculty , the Academic Council of St. Petersburg State University , through student applications submitted through a virtual reception; regular monitoring of students' opinions is also carried out using surveys of students of St. Petersburg State University).
4. Undoubtedly, the strength is the possibility of implementing fundamental training with the involvement of teachers from specialized sociological departments. High-quality fundamental training increases the educational opportunities of students, allows them to more actively and deeply engage in self-education, expand their professional competencies, as well as to better implement programs for cooperation between governmental departments in the social assistance and protection of citizens sphere, enhances such sought-after competencies of graduates as diagnosing and identifying the needs of citizens in social protection and social services, development of programs and projects for solving social problems of individual groups of the population, designing forecasting and modeling projects for solving social problems, as well as the development and application of effective technologies and methods of working with risk groups.
5. One of the innovations that strengthens the training of students in the field of "Social Work" at St Petersburg University is the "Social Clinic". This is a unique experience that needs to be studied and replicated. Masters of "Social Clinic" can use the potential of the Social Clinic to conduct applied research and develop social projects.

6. Compared to the previous period (assessment of 2018), the functions of career consulting have expanded, which is especially significant for the “Social Work” training area.

7. The university maintains a high supply of material, technical and financial resources, information resources, and student services.

Weaknesses of the programme

1. In the self-evaluation documents, there is an indication of 83 contracts concluded for the practice (internship) of students. All syllabi of programme professional disciplines (100%) are developed with the participation of employers, but the level of satisfaction with the work of graduates is 80%. This is undoubtedly a very high figure, but only 68% of employers believe that the competencies of program graduates meet the requirements for modern industry professionals, and 24% suggest that these competencies partially meet the requirements for modern industry professionals. The data are given in accordance with the Self-evaluation report. The results of the online visit confirm the conclusions of the Self-evaluation report.

2. One of the sides of this problem was the low involvement of employers in the resource support of the educational process.

3. The assessment of the quality of teaching staff work is focused on academic achievements, including publications in scientific journals, presence in scientometric databases, including foreign ones (Scopus , Web of Science Core collection). This indicator in modern conditions needs to be corrected.

4. In the teaching staff assessment system there is a lack of indicators that assess the involvement of teaching staff in solving practical and practice-oriented problems together with employers (participation in research on the instructions of employers, in joint events - practice-oriented conferences, practical round tables, in discussing topical problems of practical social services and social protection).

These problems are not specific to St Petersburg State University. They require the attention of all universities that have such programmes.

Recommendations

1. It is recommended to establish feedback with employers to clarify and expand internship programs, to involve students in the activities of social service organizations. Perhaps, it is necessary to discuss the possibilities of involving students in monitoring the assessment (independent assessment) of the social services quality, the development and implementation of cultural and leisure programs for different groups of social service recipients, in particular, in active longevity programs, etc. Masters may act as organizers of monitoring research.

2. Participation in student All-Russian competitive events, such as the annual All-Russian student championship “I am a Professional” in the “Social Work” competence or the annual All-Russian Student Olympiad in the field “Social Work”, can contribute to the increase in the practice-oriented nature of the educational process. The tasks of the Olympiads are practice-

oriented, the preparation of students for participation in these championships and olympiads will help in orienting the educational process towards solving practical problems.

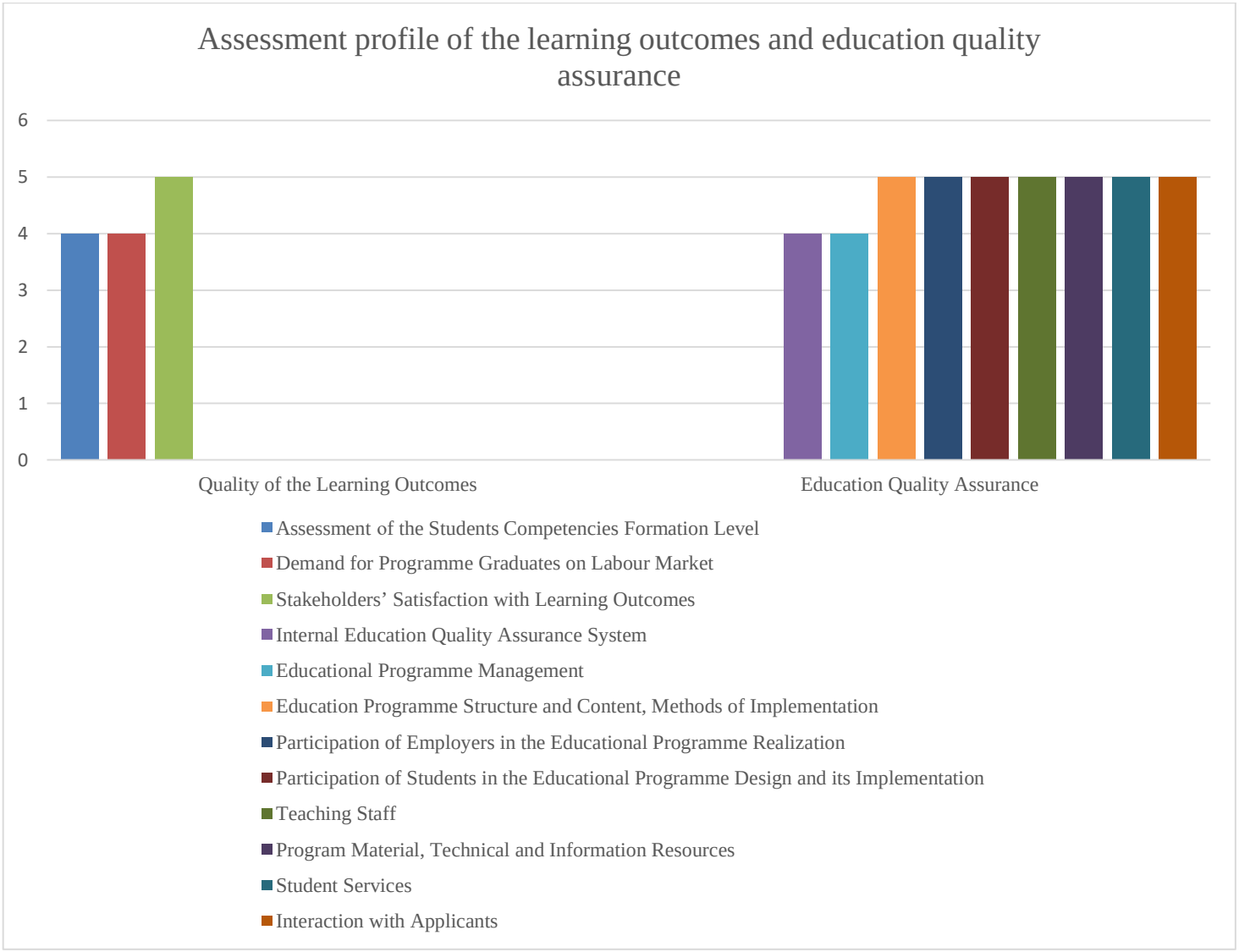
3. In the educational process, the level of involvement of employers in the implementation of the educational program is high. However, they act as lecturers who lead the same classes as other teachers of the department. It is advisable to involve employers to a greater extent for conducting trainings, business games and other practice-oriented forms of classes within the framework of the disciplines. The number of trainings and the frequency of conducting depends on the themes of the disciplines.

4. With regard to the teaching staff, it is possible to strengthen the motivation (incentives) of those teachers who are involved in direct contacts with employers, in conducting research on the instructions of employers, developing social projects to solve practical problems, who organize practical round tables, participate in the discussion of important problems of practical social service and social protection, in the creation of permanent discussion platforms to discuss important practical tasks of the system of social services and social protection of the population. For example, this can be done by allocating personal grants for such work.

5. Greater opportunities can be associated with the provision of internship opportunities not only for master degree students, but also for teachers in social service organizations, including socially-oriented non-profit organizations that have more opportunities to attract students and teachers to solve their current practical problems. Such events will make it possible to receive feedback from employers more quickly, to include questions focused on solving practical problems in the educational process.

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	*excellent*
II	*Education Quality Assurance*		
	1.	Internal Education Quality Assurance System	*good*
	2.	Educational Programme Management	*good*
	3.	Education Programme Structure and Content, Methods of Implementation	*excellent*
	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	*excellent*
	10.	Interaction with Applicants	*excellent*


Assessment profile of the learning outcomes and education quality assurance
6
5
4
3
2
1
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Quality of the Learning Outcomes
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 5 2nd year students who participated in the direct assessment, which is 50% of the graduating course.

During the direct assessment experts used measuring materials developed by the university, these materials were recognized as valid. The assessment was supplemented by an oral survey of experts - an interview to verify the data indicated by the educational organization in the self-assessment report

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

1. Assessment of general cultural (universal) competencies:

1.1. UC-2 Is able to determine the range of tasks within the set goal and choose the best ways to solve them, based on the current legal norms, available resources and restrictions

2. Assessment of general professional competencies:

2.1. GPC-1 Able to understand the principles of operation of modern information technologies and use them to solve problems of professional activity

3. 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:

3.1. PAC-3 Able to participate in the preparation, organization and conduct of comprehensive social research in order to identify socially significant problem situations, determine strategies, methods for their study and develop recommendations for their resolution.

3.2. PAC-4 Able to organize social work with clients, taking into account their national-cultural, age, gender and social status and individual psychological characteristics.

In carrying out the procedure of direct assessment of competencies, experts used the following testing and evaluation materials (taking into account the online form of the visit): the predominant form of assessment was conversation and interviewing.

Aspects that were checked:

- general assessment of the education quality of the educational programme;
- whether, based on the point of view of students the main professional tasks are reflected, the best ways to solve them, based on the current legal norms, available resources and restrictions;
- whether the skills of managing one's time, the ability to build and implement the trajectory of self-development based on the principles of education, have been formed in students;

– whether students are able to understand the principles of operation of modern information technologies and use them to solve problems of professional activity;

– how 4th year students evaluate their ability to diagnose, predict, design and model social processes and phenomena in the context of social protection of the population;

– whether the skills of participation in the preparation, organization and conduct of comprehensive social research have been formed in students, in order to identify socially significant problem situations, determine strategies, methods for studying them and develop recommendations for their resolution;

– how students evaluate the level of practice-oriented training.

According to the results of the direct assessment of competencies, the experts identified the level of compliance with the requirements – 73.3%:

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 cultural (universal) competences			
Students share	20%	80%	
2. The results of direct assessment of general professional competences			
Students share	70%	30%	
3. 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	70%	30%	

When assessing the quality of education, experts reviewed 10 graduate qualification works (GQWs). 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.	100%
2.	The tasks and contents of the GQW are aimed at confirming the competencies formation of the graduate.	100%
3.	The degree of use of the materials collected or received during	100%

	the pre-graduation practical training and the preparation of term papers in the independent research units of the GQW.	
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%
5.	The results of GQW find practical application in the industry.	100%
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%

Strengths:

1. Good theoretical training, involvement in interdisciplinary teaching of highly qualified teachers (first of all, sociologists, psychologists, conflictologists), the basics of social analysis and mathematical methods in sociology, social management and planning, etc are studied.
2. Having its own standard of training professionals in social work, the syllabi include a number of flexible elective courses that reflect both the strategy of development of the social sphere and operational tactical tasks, reflect the problems of a rapidly changing social environment, the tasks of social policy of the state at different levels.
3. Many hours are devoted to students' practice (the total volume of all types of practice is 936 hours, including 252 hours of industrial practice). Competencies that are in demand in the labor market and are highly appreciated by employers are being formed.
4. A high level of involvement of both students and teachers in conducting scientific research at different levels. There is a wide range of initiative research centers, including international ones, such as the Russian-German Center for Social Sciences, the Russian-Chinese Center for Comparative Social, Economic and Political Studies, the International Center for Social Studies, the Institute of Eastern and Western Societies, etc.
5. Graduates of the programme, trained at St. Petersburg State University in the direction of "Social Work", are in demand by employers – up to 70% of graduates work in the direction of training, mainly in St. Petersburg and the Leningrad region.
6. St. Petersburg State University has a comprehensive and well-integrated system of monitoring the quality of education in the structure of the educational process.

Recommendations:

1. Saturation of practice programs with meaningful educational and production activities focused on the development of practical competencies. More active involvement of students in the activities of the Social Clinic, the development of social project activities at the request of employers.
2. Development of new more effective Evaluation tools and new control and measurement procedures for assessing the formation of universal, general professional and professional competencies of students.

3. Improve the organization of postgraduate support for students. The monitoring of students' employment is carried out actively, however, supplementing it with procedures (programs) that help in the professional adaptation of graduates will help to retain staff in the workplace. At the same time, this will make it possible to introduce a system of continuous professional education and expand the base of applicants for a master's program "Social Work".

4. Increasing the motivation of students for social activity can help reduce losses in employment after university. The relatively low level of salaries of specialized social work specialists can be compensated by the awareness of the importance of the profession and employment opportunities in various organizations. For this, in the course of the educational process, increased attention can be paid to issues of secondary career guidance, conducting individual support for students and making individual curricula for each of the student. Secondary career guidance can be carried out by conducting events that familiarize students with an expanded range of places of practice and with the profession as a whole. These events can be round tables, field trips or week-long internships for students starting from the second year of study at various places of practice.

5. The possibility of creative application of their knowledge and skills in the workplace prolongs staying of graduates in the same workplace. To this end, postgraduate support of graduates with the participation of employers and the department through the joint development of social projects will not only strengthen the position of graduates, but will also contribute to the formation of motivation and practice-oriented students who are still studying.

Criterion 2. Demand for Programme Graduates on the Labour Market

Criterion assessment*:* *good*

Main characteristics of the programme

The Department of Theory and Practice of Social Work closely monitors (monitors) the employment of graduates. The average terms of job search are noted, the share of graduates working in the specialty, the average salary is estimated, including taking into account career growth. This indicates the high interest of the department and the management of St. Petersburg State University in the issues of the demand for graduates.

Analysis of the role and place of the programme

The monitoring process includes collecting information from online sources (aggregators of employment data in their region and in the whole of the Russian Federation), extensive contacts with employers, especially in St. Petersburg and the Leningrad region, questionnaires of graduates, surveys of employers. Targeted learning opportunities are being monitored, although they are very limited at the moment. Of positive importance is the fact that part of students receive an invitation to work after completing an internship and defending the GQWs on the materials of such practice. The self–evaluation report indicates a share of 30% of graduates, which is undoubtedly a good indicator.

Analysis of the information indicators submitted by the university

A comparative analysis of the employment of graduates of the master's degree in social work in the region and in the country as a whole shows that the above level is quite consistent with reality. The main problem is the relatively low salary. However, the still low level of prestige and social status of the profession should also be noted. The solution to this problem requires the participation of all educational organizations that train personnel in the sphere of "Social work", as well as the state represented by the relevant ministries (Ministry of Labor and Ministry of Education).

In the general context, the activities of the Employment Center can be recognized as corresponding to the goals of the Center and quite satisfactory:

- The percent of students combining education at a university with work in the professional field – 10%, which is quite justified, because. such inclusion in the work process during education process is available to a few students who are able to master programme on their own to a large extent.
- Percent of graduates who have successfully employed within one year after completing the programme – 70% (with the exception of graduates entering the masters degree programme), the rest of the graduates are employed within 1-1.5 years.
- Percent of students working in their professional field in the region – 81%, 7% work in Moscow; 12% work in the field of social work outside the region.
- Percent of programmes graduates to the nationwide percent of graduates in this field– 8% (over the past 3 years, 3 agreements on employers sponsored basis have been concluded - 5 people).

Strengths:

1. The indicators of the demand for graduates in the labor market are consistently monitored, quantitative data are analyzed based on materials from reliable sources (data aggregators on labor markets); which allows to quickly respond to the demands of the labor market, thereby taking into account its needs in the implementation of the programme. In addition, a qualitative analysis is carried out based on the results of an independent study of the opinions of graduates and employers. An assessment of the dynamics of indicators is given and recommendations are developed.

Recommendations:

The most effective tactic can be one in which the statement of facts is complemented by an active labor market policy:

1. search for opportunities to conclude agreements on employer sponsored training of working employees of social service organizations and institutions of citizens social protection;
2. constant contacts with employers to clarify the composition of competencies required for graduates;
3. conducting an independent assessment of the qualifications of graduates at the end of the educational programme;

4. certification of practical skills of graduates through the involvement of regional Qualification Assessment Centers;

5. postgraduate support of graduates in order to increase the level of their professional adaptation , overcome the problems associated with this process, as well as attract graduates from the bachelor degree programme to study in master's programs and in the system of additional professional education;

6. assistance in increasing the attractiveness of the profession "specialist in social work", popularizing the profession, improving its image and social status of specialists.

Certification of graduates will help remove employers' claims to the level of practical preparedness (lack of practical experience), and improving the image of the profession will attract more applicants with higher performance and motivation for social activities.

Criterion 3. Stakeholders' Satisfaction with Learning Outcomes

Criterion assessment*:* *excellent*

Main characteristics of the programme

Based on the self-assessment report, the experts conclude that stakeholders are satisfied with the learning outcomes.

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%.
- few graduates whose competencies meet modern requirements for specialists in this industry – 5%.
- do not meet the requirements of the industry – 3%.

Percentage of graduates who are fully satisfied with the learning outcomes – 90%, rather dissatisfied 10%.

Reason for dissatisfaction: lack of practical skills.

Experts confirm the availability of copies of documents with positive feedback from employers.

Strengths:

1. Contacts with employers are constant, stable and active. 84 agreements on cooperation during the organization of the educational process have been concluded.

2. Feedback from employers on the level of readiness of graduates of the master level is quite positive, there is a high theoretical background, high erudition of graduates.

3. There is feedback of employers about the quality of training of specific graduates, indicating high adaptability and career success. Programme graduates trained at St Petersburg

University in the field of "Social Work" are in demand by employers - up to 70% of graduates work in the field of study, mainly in St. Petersburg and the Leningrad Region.

Recommendations:

1. To involve employers in organizing students' practice in social service organizations and in conducting practice-oriented classes in the educational process (trainings, business and role-playing games, other forms of gamification of the educational process, including VR technologies, to form a set of cases – solving situational problems, to develop social projects (micro-projects) on the instructions of employers).
2. Updating the practice-oriented educational process will increase students' readiness for future professional activity, strengthen the creative beginning in the organization of training, and as a result will increase student satisfaction.
3. Pay attention to employers from socially oriented non-profit organizations that have more flexible requirements for graduates' competencies and more opportunities in organizing students' practice;
4. To expand the involvement of employers in the resource provision of the educational process, for example, by concluding contracts for conducting study tours for students.

EDUCATION QUALITY ASSURANCE

Criterion 1. Internal Quality Assurance System

Criterion assessment*:* *good*

Main characteristics of the programme:

The functions of education quality monitoring are carried out by the Center for Monitoring the Education Quality, established in September 2020. The Center conducts a systematic and comprehensive collection of information on the quality of education at St Petersburg University. Purpose: to analyze the assessments of all participants in the educational process (students, teachers, administrative staff of St. Petersburg State University and employers) in order to provide them with data on the degree of educational activities success.

The main functions of the Center for Monitoring the Quality of Education at St Petersburg University:

- assessment of the academic disciplines and educational programs quality 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 teachers;
- assessment of the knowledge and competencies acquired by graduates and their use 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;
- assistance to teachers in fulfilling the requirements set by the Department of Educational Programs of St. Petersburg State University and the Study-Methodical Commission in the field "Sociology and Social Work" for the design of disciplines syllabi paragraphs related to the quality of education;
- analysis of the ideas and expectations of applicants from studying at the University;
- analysis of the educational process organization from the point of view of the administration of educational activities.

At the Faculty of Sociology, a Working Group has been established to develop and conduct monitoring of the education quality at St. Petersburg State University, and a commission for monitoring the education quality operates within the structure of the Study-Methodical Comission in the field "Sociology and Social Work".

List of documents regulating the work of the education quality management system: Education quality assurance system - St. Petersburg State University is available at www.spbu.ru.

At the level of an accredited program at the Faculty of Sociology, monitoring of the education quality is carried out by the Commission for Education Quality Control. The Commission audits the disciplines syllabi, modules, practices regarding the content of the evaluation tools, control and measuring materials. Additional body - quality groups established to conduct regular independent assessments of the education quality.

The monitoring results are heard at a meeting of the Study- Methodological Commission (SMC), issues of the education quality are discussed at each meeting of the SMC once a month.

Strategic issues of the development of the educational programme, including the quality of education, are discussed at the Academic Council of the Faculty and the Educational Programme Council once every six months.

The basis of the Faculty of Sociology policy in the field of ensuring the quality of education is the update of educational standards and the procedure for self-assessment of educational programs, etc.:

- systemic interaction of educational programs with employers (when designing the content of the programmes and reviewing them, creating Educational Programs Councils, assessing the quality of the graduate students learning outcomes;
- involvement of employers, students and teaching staff connected with the implementation of educational programs in the internal audit procedure for assessing the quality of education;
- educational and methodological support and organization of selective testing of residual knowledge obtained in the course of training;
- formation of educational programs evaluation tools;
- participation of the teaching staff and management representatives in projects to assess the learning outcomes quality.

Tools for ensuring the education quality used during the implementation of educational programs:

- creation of councils (boards of trustees) of educational programs;
- creation of Commissions for quality control of the educational process;
- rules of study for educational programs, other regulations and local acts of St. Petersburg State University;
- University-wide regular survey of students of all educational programs on the teachers work quality (since April 2015, order No. 1494/1 dated 03/17/2015);
- educational and methodological developments and resource support for educational programs, evaluation tools and technologies;
- Student Faculty Council prepare proposals on the quality of education;
- material and technical support of the educational process;
- distance learning technologies and e-learning;
- staffing of educational programs;
- availability of printed and electronic educational and information resources;
- virtual reception of St. Petersburg State University.

Feedback from students is obtained as a result of interaction with the Student Council, the inclusion of students in the Study-Methodical Commission of the faculty, the commission for education quality control, meetings of the teaching staff with members of the student council. Feedback from the teaching staff is received through the daily work of the members of the SMC.

Students can write complaints about violations in the educational process to the Academic Affairs Department. The Academic Affairs Department organizes an internal check and gives an answer to the applicant on the merits. The Dean of the Sociology Faculty holds weekly meetings with the Student Council of the Sociology Faculty.

Based on the results of the meetings, minutes are drawn up, where are reflected the issues of students concern and the decisions made on them.

Applications from students are also accepted through the SPbU Virtual Reception.

The results of regular monitoring of the education quality are communicated to students through the student council and organized meetings of the SMC members with students, to teachers (through discussion of the monitoring results at a meeting of the departments) and programme teaching staff (through the participation of teaching staff in a meeting of the SMC when discussing monitoring results).

During these meetings, are developed recommendations aimed at overcoming the identified shortcomings and improving the quality of the educational process, is carried out a mutual exchange of views on the use of various methods for the formation of competencies declared by the educational programme, including both learning outcomes (knowledge, skills, mastery of skills) and personal qualities (discipline, responsibility, initiative, etc.), measures are being developed to assist teachers in fulfilling the requirements set by the department of educational programs of St. Petersburg University and SMC in the field “Sociology and Social work” related to the the design of disciplines syllabi paragraphs related to the quality of education and evaluation tools.

The results of the discussion are published as the protocols of the SMC and the Education Quality Control Commission on the SPbSU website.

In 2018, the master's degree program 39.04.02 "Social work" passed the procedure of international accreditation by AKKORK. As a result of the examination, the programme was issued certificates of international accreditation by AKKORK for a period of 4 years:

Certificate dated 01/09/2019 No. A-276/012019:

http://www.akkork.ru/general/upload/projects/spbgu27s_e.pdf;

The data obtained from Reviewers report is used in the work of the Educational Program Council, the administration of the faculty, the Study-Methodological Commission in the respective field of study to improve the quality of education, increase the professionalism of employees and activate reserves. For example, the recommendations received as a result of accreditation.

Experts confirm the availability of documents confirming the compliance of the educational programme quality with the requirements of Russian and international accrediting organizations.

Strengths:

1. Structured education quality control system.
2. The management system has a well-thought-out organizational and administrative structure. Both administrative structures and representatives of the teaching staff, as well as students are involved, which makes it possible to take into account the opinion of various stakeholders in the quality management of the educational programme.
3. The level of involvement of employers in the development, implementation of the programme and the assessment of the learning outcomes is high. Thanks to this, takes place a

targeted assessment of the students' learning outcomes by the labor market, and this ensures that students are in demand among employers.

4. Well structured links between all subjects of assessment: teachers, employers. This allows you to comprehensively develop the educational programme.

Recommendations:

1. Expand the tools for informing about the activities of the Department of Theory and Practice of Social Work on the relevant sites. For example, more extensive coverage of research issues, practice -oriented programs and, in particular, socially significant projects on the website of the Sociology Faculty. At the time of accreditation, the information on the website of the Sociology Faculty is mostly devoted to topics in the field of sociology.

2. Strengthen the feedback of the SPbU management system with teachers and students of SPbU. For example, to bring to the attention of teachers and students the need for ongoing activities. Before carrying out any changes, organize the collection of feedback in the form of meetings with students and teachers and take into account the opinion of teachers and students when implementing the planned changes.

3. Avoid the risk of bureaucratization of control. For example, the reduction of various forms of teachers' reporting.

Criterion 2. Educational programme management

Criterion assessment*: good*

Main characteristics of the programme:

The programme development strategy

The development strategy for the Social Work educational program is part of the St Petersburg University Development Program for 2021–2030.

The main goal of the Social Work educational program development is to achieve a combination of academic and practice-oriented training system.

The academic quality of education is ensured by regularly updating the structure of the educational process based on the results of the research activities of teachers and expanding the participation of students in scientific research, including at the request of employers.

Practice-oriented learning is reflected in the approach of St Petersburg University to the cooperation with employers, in which the educational process and its quality assessment are carried out jointly with the professional community , which allows taking into account the trends in the formation of the student groups when developing the education programme strategy.

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 overall program management system is carried out by the Dean of the Sociology

Faculty, chairman of the SMC , scientific director of the program, head of the department. Each of the participants has well-defined functions. The Educational Program Council creates and updates a strategy for its development for the future.

St Petersburg University uses various tools to involve employers in the analysis, design and implementation of the program. In particular:

1. Participation of employers in meetings of the Educational Program Council;
2. Inclusion of representatives of employers in the state examination commissions to carry out an independent assessment of the graduates learning outcomes;
3. Participation of employers in educational and scientific events of the program (conferences, seminars, master classes).

Website

The website of the Sociology Faculty 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

Student Council of St. Petersburg State University

• 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/

Strengths:

1. The professional competencies mentioned in the SPbU educational standard are aligned with the labor functions of the professional standards.
2. Focused legal training in the field of social protection of the population and training in the field of learning foreign languages (in accordance with the recommendations of 2018).
3. New control and measuring procedures have been developed to assess the readiness of students and graduates to perform labor functions stated by the professional standards.
4. All topics of the GQW are agreed with representatives of employers, the topics of the GQW are promptly updated. The formation and approval of the Registry of GQW topics is regulated by the annual order "On the formation of an electronic registry, the selection and approval of topics for graduate qualification works of SPbU students."
5. Contracts have been concluded with organizations in the field of social work in order to expand student internships places system.

Recommendations:

1. Expand existing models of interaction with organizations - potential employers. For example, involve them in secondary vocational guidance, invite the heads of employer organizations to participate in competitions within the framework of the program, conduct weekly internships for students starting from the second year of study and weekly internships for teachers.
2. Continue saturating the educational process with practices on the basis of a specially created unit - a social clinic.
3. Strengthen attention (for example, through practical exercises, trainings, business games) to the development of competencies (for example, the ability to work with databases , competencies related to interdepartmental communications through electronic communication systems) necessary for the digitalization of the system social protection and social services, strengthen digital and information competences of students.

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

Criterion assessment*:* *excellent*

Main characteristics of the programme:

The structure, content and methods of implementation of the educational program are determined by the Regulations on the Council of Educational Programs (Order on approval of the Regulations on the Educational Program Councils of Higher Education No. 1430/1 of 10.03.2016 https://spbu.ru/sites/default/files/1430_1.pdf). It is brought into compliance with the St. Petersburg State University standard, as well as with the Federal State Educational Standard 3++ in the direction of "Social Work", with the professional standard "Specialist in social work".

All Syllabus are coordinated with employers, since all educational and methodological documentation is examined and approved by the educational and methodological commission (which includes representatives of employers). Representatives of the Student Council are involved in this work. Each discipline is aimed at the formation of competence (in whole or in part). This is confirmed by the curriculum.

Educational activities are implemented on the basis of competence-oriented curricula (bachelor's degree; master's degree). The form of the competence-oriented curriculum assumes an indication of the competencies formed by each discipline. he competence-oriented curriculum undergoes an examination of the Educational Program Management, in which, in particular, the availability of all competencies from the competence model is checked.

Compliance with labour market requirements, programme's objectives and consideration of stakeholders' opinions

The implemented programme meets the demands of the labor market both at the federal level and at the regional level. The latter aspect is realized through direct contacts with representatives of employers in the region.

Compliance with the internal standards of St Petersburg University is managed by the Regulations on the Educational Programs Council and is controlled by collegiate bodies (SMC) and heads of faculty and departments.

Curricula

Educational activities are implemented on the basis of competence -oriented curricula (bachelor's degree , master's degree). The form of a competence -oriented curriculum involves an indication of the competencies formed by each discipline. A competency -based curriculum is being reviewed by the Department of Educational Programs, which, in particular, checks for the presence of all competencies from the competency model.

The curriculum in the field of "Social work" for full-time education at the master's level is approved annually by the vice-rector for Academic affairs. Competence -oriented curriculum of the master's degree program "Social work".

The undergraduate curriculum makes it possible to form individual educational trajectories through specialized and elective disciplines that correlate with the needs of the labor market and are agreed with employers, as well as internship programs.

In the process of passing various internships, students get the opportunity to specify their interests and abilities in various types of professional activities, which determine their choice in a variety of elective courses and determine the individualization of the learning path. Examples of elective disciplines are “Introduction to the activities of social services”, “Basics of volunteering”, “Activities of social services to enhance the personal potential of clients”, “Social insurance founds activities”. Students have choice in in terms of internship in administrative and managerial work, internship in social rehabilitation, during these students perform individual tasks in accordance with their research interests.

The participation of employers in the formation of curricula consists in their participation in the activities of the Educational Programs Councils on the basis of the Regulations on the Educational Programs Council (Order on approval of the Regulations on the Council No. 1430/1 dated March 10, 2016 https://spbu.ru/sites/default /files/1430_1.pdf); their inclusion in the SMC, the participation of employers' representatives in the review of St Petersburg University educational programs, in particular, for compliance with professional standards and labor market requirements.

Syllabi

All disciplines have a connection between them, which is indicated in the curricula, syllabi are reviewed to avoid repetition of topics. This is reflected on the website: Syllabi are posted at the link: https://nc.spbu.ru/s/txjHBmsKsxKakRx .

The modular principle is applied: Master's degree: " Technologies of Development of Social Competence" (includes "Information and visual technologies"), "Design of Social Advertising", "Methods of activation of social work". The competencies formed correspond to the programme. The program structure ensures that students with different initial levels of knowledge master the program. The curriculum includes a number of disciplines on the theory and methodology of social work (Philosophy, Methodology and Methods in Social Science,

Integrative Human Study, Empowerment in Social Work), the development of which allows students with different levels of initial training to successfully join the educational process. In the master's program, on the basis of the course " Philosophy, Methodology and Methods in Social Science ", such courses as "Technologies of Development of Social Competence", "Information-audio-visual technologies in social work", "Technologies for working with persons with special needs", "Conflictology in social work" are being developed.

At the same time, starting from the first year of the master's degree, students are included in the educational practice on the basis of a Social Clinic, in order to consolidate the acquired knowledge in practical activities. In the future, it is planned to introduce a special course into the curriculum for students who do not have a basic education in the specialty "Social Work".

The use of innovative methods and new teaching technologies in syllabi:

1. Use of the equipment of the St. Petersburg State University modern Science Park in the educational process.
2. Availability of up-to-date scientific literature in the disciplines syllabi in the field related library of St. Petersburg State University.
3. Classes are conducted by teachers who are participants of research work and grants. In the course of their classes, modern achievements of science, engineering and technology are used.
4. When conducting classes, modern software products: PowerPoint , Blackboard , Gosoapbox , MS Teams , SPSS systems are used.
5. Topics for research, term papers and GQW are proposed on the basis of ongoing research projects in agreement with employers.

In terms of teaching, innovation is manifested in the use of such forms of training as problem solving workshops, individual consultations, trainings, a case method, a lecture by two lecturers at the same time (dual lectures), a lecture with pre-planned errors, and master classes. Interactive methods are also used: classes using various technologies, including: business, role-playing games; discussions; technology "Brainstorming"; analysis of real situations of professional activity.

Both teachers and students during the survey answered that such forms are used constantly in all subjects.

All disciplines syllabi are agreed with employers, since all study-methodical documentation is examined and approved by the study-methodical commission (which includes representatives of employers). Representatives of the Student Council are involved in this work. Each discipline is aimed at the formation of competence (in whole or in part). This is confirmed in the curriculum.

Evaluation tools

Evaluation tools used in the current and interim monitoring of progress meet modern requirements. The sources of formation (questions, tasks, situations, etc.) and content (materials developed on the basis of real practical situations) of the evaluation tools correspond in terms of complexity, the number of hours allocated to the study of the discipline, the declared competencies, professional standards.

Evaluation tools of the educational program consists of evaluation tools for disciplines (modules), internships. In general, these are: case tasks, scenarios of business games, practice reports, questions for a seminar, colloquium, round table topics, discussions, disputes and debates, a list of topics for group and (or) individual projects, topics for essays, reports, abstracts, term papers, GQW, choice of tasks for control in class/ self - study work, theoretical, practical, analytical creative tasks, tickets, choice of tasks for pass-fail tests and exams.

Evaluation tools on the final (state final) attestations

These evaluation tools include:

- a list of learning outcomes indicating the stages of their formation in the process of mastering the educational program, as well as indicators of competencies;
- description of indicators and criteria for assessing learning outcomes at various stages of their formation, description of assessment scales.

Database of evaluation tools

Methodological materials that define the procedures for evaluating learning outcomes after studying disciplines (modules), passing internships, as well as the results of mastering the educational program are developed in accordance with the requirements of the St. Petersburg State University educational standard, the experience of implementing the programmes accumulated at the department.

Practices and final state examination

In carrying out the interim and final examination, the developed evaluation tools and control and measuring materials are used. Interim examination is carried out using interactive forms of measurements, cases, tasks agreed with employers.

Internship syllabi developed and agreed with employers are used, including pre-diploma internship, in which tasks are aimed at developing practical skills specified in the competency model.

The questions of the Final State Examination and the topics of the GQW, term papers are correlated with the profile of the programme, are regularly updated;

Indicators of the declared learning outcomes have been developed, all tasks and questions of the Final State Examination, topics of GQW, term papers are available to all interested parties.

Strengths:

1. The opinion of stakeholders is taken into account when forming the structure, content and methods of implementing the educational programme, which are determined by the Regulations on the Educational Programs Council, which unites all stakeholders, including teachers, employers, students, administration representatives.
2. All disciplines syllabi are coordinated with employers, since all study-methodical documentation undergoes a review and is approved by the Study-Methodical Commission, which includes representatives of employers.

3. All disciplines have a connection between them, that is indicated in the curricula, disciplines syllabi are subjected to review.

4. Undergraduate curricula make it possible to form individual educational trajectories through specialized and elective disciplines that correlate with the needs of the labor market and are agreed with employers.

5. The use of innovative methods and new teaching technologies in syllabi: business and role-playing games; discussions; technology "Brainstorming"; analysis of real situations (case study).

Recommendations:

1. To assess the formation of the competencies identified in the programme, it can be recommended to expand the tasks of a practical orientation. For example, to give more interactive tasks in the form of case studies.

2. In the content of academic disciplines, expand topics related to the digitalization of the social sphere and the formation of digital competencies.

3. Participation of students of the program in various competitions and contests to identify active and well-prepared students, to increase the motivation for professional training. For example, the All-Russian Olympiad "I am a professional", the Olympiad in social work "VSO". Also holding intrafaculty competitions and olympiads.

4. Activate feedback technologies with students and teachers to improve the efficiency of control and measurement procedures.

Criterion 4. Participation of Employers in the Educational Programme Realization

Criterion assessment*:* *excellent*

Main characteristics of the programme:

Employers' involvement

Employers take an active part in the development, updating and implementation of the educational programme. Cooperation with employers is regulated by the documentation on the SPbU Educational Program Council.

Interaction with employers is carried out through:

- obligatory inclusion of representatives of employers in the Study-methodical comission (see website);
- participation of employers in the activities of Educational Programs Councils;
- formation of the State Examination Board with the participation of employers' representatives (at least 50% of the State Examination Board members are representatives of employers);
- participation of the employers' representatives in the assessment of SPbU educational programs, in particular, for compliance with professional standards and labor market requirements;

- participation of employers in the formation of topics for scientific research, topics of term papers and graduate qualification works of students, as well as in their assessment for compliance with labor market requirements;
- involvement of representatives of the professional community in the management of work practice, reviewing research projects and graduate qualification works of students.

Of great importance is the survey of employers, aimed at identifying the competencies necessary for graduates.

Among the wishes of employers for the preparation of graduates are the following:

- The ability to see and formulate social problems, which opens up new possibilities for solving problems that economists, managers, and psychologists do not discover.
- Ability to compile and conduct qualitative and quantitative research, predict topics that will be relevant in 5 years.
- A graduate of St Petersburg University must know the federal and regional regulatory legal acts in the field, know the system of organizing social work at the level of state authorities, at the level of institutions, and their typology. To have an idea about the specifics of the organization of social services for the population in social institutions of various types and a number of other issues. Skills should be close to the professional standard for positions that are in the field of social work.
- Be able to establish contact with citizens, their social environment, diagnose the causes of social ill-being.
- To know possible ways of solving the social problems of a citizen, to be able to plan work with him to get him out of a difficult life situation.
- Possess the skills of persuasion, motivate recipients of social services to actively participate in activities regarding getting out of a difficult life situation.

Employers are involved in the process of updating programs and teaching on the program; during the site visit and verification of documents, syllabi compiled with the participation of employers, evaluation tools and control and measuring materials were presented.

Representatives of employers included in the educational process are involved in interactive forms of classes: business games, workshops, discussions. With their participation, new technologies and teaching methods are being developed.

Representatives of employers are members of the following commissions and councils: the Study-Methodical Commission (President of the Nevsky Angel Charitable Foundation, V.A. Lukyanov, social work specialist of the Center for Social Assistance to Families and Children, Bambaeva D.V., etc.), a member of the Educational Programs Council in the field of "Social Work" (see the Order on the composition of the Council), a member of the State examination comission (Deputy Chairman of the Committee on Social Policy of the Administration of St. Petersburg , director of the St. Petersburg State Home - boarding school for children with disabilities and disabled since childhood with mental disabilities No. 1; director of the St. Petersburg State Budgetary Institution "City Information and Methodological Center" Family ", etc. See Orders on the composition of the State examination comission).

Reviewers confirm the availability of documents copies on the involvement of employers in the process of updating programs and teaching on the program.

Interaction with employers

Employers regularly take part in meetings of academic councils and departments, state examination comissions, practices.

During the study of the master's degree discipline "Theoretical and methodological foundations of the construction of social work technologies", the analysis of cases from the practice of partner organizations (social service centers, centers for the social rehabilitation of disabled people and disabled children, etc.) is carried out.

On-the-job trainings are held on the basis of social organizations of the city with the necessary equipment for the provision of social services to the population.

Graduates' employment and GQWs

- in the 2021–2022 academic year, employers influenced 100% of the master's theses topics;

- in the 2021–22 academic year, at least 10% of students and teachers took part in projects together with employers, including representatives of large organizations.

Documentary evidence of the participation of employers

Experts confirm the availability of documents on the participation of employers, including representatives of large organizations, partners of the educational program, in the development and updating of the educational program, taking into account the prospects for the development of the labor market, significant for the relevant area of professional activity, including: declared learning outcomes, evaluation tools, curriculum, syllabi, practice syllabi , topics of graduate qualification works.

Strengths:

1. Employers are included in all levels and all forms of the educational process.
2. The participation of employers is active, they influence the content of the educational process, the assessment of the graduates' competencies formation level.
3. Some of the students' works are not only practice-oriented, but also intended for implementation.
4. Employers participate in the resource support of the educational process (for example, conducting excursions to specialized organizations) and internship bases.

Recommendations:

1. The active involvement of employers in the educational process involves the implementation of various types of educational work. This is a strong point, it should be developed. But expansion is possible due to the partial inclusion of students in the practical activities of social service organizations, in particular in the implementation of social projects on the request of employers, both in terms of the development and implementation of these projects.
2. To more actively include representatives of socially oriented non commercial organizations into organization of the internships, as they have more flexible requirements for

organizing student internships. Also it will be good to implement jointly with these organizations practical projects developed by students and teachers of St Petersburg University.

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

Criterion assessment*: excellent*

Students influence the educational process through the participation of representatives of the student council in the study-methodical commission, the Academic Council of the faculty, the Academic Council of St. Petersburg State University, through student applications submitted through a virtual reception; students' opinions are also regularly monitored using surveys of SPbU students. Open meetings of students with the Dean of the Sociology Faculty are held monthly, where current problems of the educational process and the quality of the studies organization are discussed. The Center for Monitoring the Quality of Education at St Petersburg University conducts student surveys every semester. Students are actively involved in scientific activities (according to the results of the survey, 90.9% were satisfied with the work with the supervisor).

Interaction with teaching staff and participation of students in the educational process

Interaction is built both during the educational process and in extracurricular activities through public student organizations;

Polls are conducted among students to find out their opinion on the actualization of teaching aids;

Surveys of students during conversations with experts showed that their activity is quite high and the feedback is quite active.

Collecting feedback

Feedback is collected in different ways: monitoring by the Center for Monitoring the Quality of Education of St Petersburg University, direct contact with the dean of the faculty, the mechanism for collecting complaints and suggestions in an anonymous mode, as well as through the mechanisms of public student organizations (Student Council , etc.)

Compliance with students' expectations

Based on the results of the interview with students during the online visit, reviewers confirm the data that the programme both in terms of content and structure is in compliance with students expectations.

Strengths:

1. Feedback from students is built on a systematic basis and well organized.
2. Students are included in all mechanisms for managing the quality of education.

3. Systematically conducted student surveys make it possible to constantly monitor student satisfaction with the quality of the educational process, as well as their new requests.

4. Students are included both in the education quality management and in the research and public activities of the university.

Recommendations:

1. With the systematic involvement of students in all areas of university life, attention should be paid to the involvement of the widest possible range of students. An oral interview showed that the activity of students in the direction of "Social work" is somewhat less than that of sociology students.

2. Practical experience shows that various types of competitive activities of students, both scientific and applied, have good motivational opportunities. It is possible both to use the available resources (the All-Russian Student Olympiad "I am a Professional" in the competence "Social Work" or the All-Russian Student Olympiad in the direction "Social Work") and to create own formats of competition in the region.

Criterion 6. Teaching staff

Criterion assessment*: excellent*

Main characteristics of the programme:

The teaching staff of the Social Work Theory and Practice Department is highly qualified: the proportion of teachers implementing specialized disciplines and having work experience corresponding to the profile of the educational program over the past 3 years is 80%. The proportion of the correspondence of the teachers basic education to the profile of the disciplines taught is 100%. Teachers are actively involved in research activities, in interactions with employers, and they do a lot of work with students.

Teaching staff

- full-time and part-time teachers with an academic degree: have a Ph.D. degree in their specialty – 45%; have an academic degree of Doctor of Science in their specialty – 36%; are academicians/corresponding members of the Russian Academy of Education, the Russian Academy of Sciences, etc. - 4%; have a PhD degree and other degrees obtained abroad - 3%.
- the proportion of teachers implementing specialized disciplines and having work experience corresponding to the profile of the educational program over the past 3 years is 80%. The proportion of the correspondence of the basic education of teachers to the profile of the disciplines taught 100%;
- the share of teachers who have successfully passed the procedure of independent qualification assessment (including international qualification assessment) and have the appropriate certificate of qualification as confirmation of the assessment of their professional competence within the profile of taught disciplines is 98%.
- the presence of a degree from full–time and freelance teachers:

- have a PhD degree in the specialty profile -45%;
- have a Doctor of Science degree in the specialty profile - 36%;
- are academicians /corresponding members of the Russian Academy of Education, the Russian Academy of Sciences, etc. – 4%;
- have a PhD degree and other degrees obtained abroad – 3%.

Research work

Research with internal funding is conducted on a competitive basis: information about competitions is posted in the public domain on the St Petersburg University portal. The main criteria and requirements are: interdisciplinarity of research, publication of research results in leading scientific publications (indexed by the Web of Science Core Collection or Scopus). Applications for conducting research at the expense of external funding are submitted to the Vice-Rector for Research or to the SPbU Center of Expertise.

Over the past 3 years, scientific and teaching staff participating in the implementation of programs in the direction of "Social Work" have received funding under grants: Russian Science Foundation (RSF), Russian Foundation for Basic Research (RFBR), Presidential grants, grants from the Government of St. Petersburg .

The results of the research work are used in the activities of Complex Centers for Citizens Social Services, rehabilitation centers, specialized Committees of the Administration of St. Petersburg.

Developed by the teachers of the department (Kelasiev V., Pervova I.), the methodology for activating the positive image of the family among the younger generation is used by social workers, social teachers working with youth and adolescents in various fields (Complex Centers for Citizens Social Services of 18 districts of St. Petersburg, adolescent centers, secondary schools and etc.).

Methods for working with the elderly population (focus on active old age - Kelasyev V., Grigorieva I.), HIV-infected children, migrants (Borodkina O., Grigoryeva I.) and other vulnerable groups of the population are used by social services under the Committee for Social Policy of St. Petersburg, and the Russian Federation as a whole.

The proportion of teachers participating in the scientific activities of students included in the compulsory program (in the role of supervisor of term papers, graduate qualification works) is 100%.

More than 50% of students participate in all-Russian and international conferences. During the assessment procedure, concrete examples of the participation of teachers and students in scientific events, data on publications, grants and awards of teachers and students were obtained.

The sources of funding for R&D of teaching staff are internal grants and grants from all-Russian and international scientific organizations.

Regulation of the process of attracting students and graduate students to the implementation of research (for master's and postgraduate programs).

The process of involving students and graduate students in the implementation of research is carried out on the basis of the Rules of Education for the main educational programs

implemented at St. Petersburg State University by providing detailed information about topical issues for study, involvement in scientific research of the department and the possibilities of applying the acquired competencies in practice. (information stands of the department, faculty website, corporate e-mail, consultations, ZOOM, Teams discussions).

Strengths:

1. St Petersburg University is a research hub of global importance, which operates in dozens of research centers and laboratories.
2. Teachers are involved both in intra-university research and in regional and federal research conducted on a competitive basis.
3. Separately, it should be noted the wide involvement of teaching staff in international research programs on social topics.
4. Students are also very active in research projects.

Recommendations:

1. A very strong research direction of activity can be supplemented by social project activities, and in particular with the involvement of students of the "Social Work" field in the development and implementation of social projects.
2. Indicators of publications in foreign sources and citations in them for the teaching staff need to be updated.
3. Forms of rewarding teachers may shift towards practice-oriented projects for both teachers and students.
4. An increase in the scientific activity effectiveness and its use for practitioners can be facilitated by the mechanism of teachers' internships in organizations of population social services.

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, there is all the necessary material and technical base (library, including electronic educational resources, computers, equipment, including sports equipment and inventory, tools, hardware, software and audiovisual means of demonstration and other technical and material equipment), which provides all types of training for practical and research work of students.

Students have access to equipped laboratories and specialized classrooms, computer classes.

All students are provided with individual unlimited access to the resources of electronic library systems and other materials that ensure the implementation of educational programs through electronic information resources.

The accessibility of education for people with disabilities is ensured to the extent that it is permissible by the norms for the operation of historical monuments, because. the faculty is located in such a world-class architectural monument as the buildings of the Smolny Monastery.

Informational resources

- information resources, library systems and electronic educational resources of the program are used during programme realization. For instance the Blackboard Service (https://bb.spbu.ru/). The electronic system "Delo" is used to support the document flow. According to the data of the electronic systems “Education” (standards, curricula, work programs of disciplines, pedagogical assignments) and “Student” (all information about students), automatic tasks are generated for the formation of courses and recording students in the Blackboard system and the DELO document management system

Blackboard and Microsoft Teams service provides teachers with the opportunity to create syllabi for online learning and conduct online classes.

To create an electronic portfolio of scientific and pedagogical staff and students, the Pure system is used .

All classrooms of the Faculty of Sociology are equipped with multimedia equipment (computer, projector with a screen or LCD panel, webcam, speakers). Two auditoriums (304 and 329) are equipped with additional cameras, LCD touch panels and microphone arrays.

The library constantly updates the composition of this fund as part of the work with the lists of references in the disciplines syllabi.

Strengths:

1. The high level of equipment of the classroom fund, information support of the educational process allows to conduct educational activities at a high level.
2. The personal account of a student at St Petersburg University is an information service that combines all information related to events, results of activities, opportunities (for example, applications for scholarships, etc.).
3. Electronic timetable displaying the start date and duration of events, location of training places and other navigational information.
4. Blackboard SPbU educational process support system , which creates e-learning courses for all taught disciplines within all educational programs. The system later mentions all relevant courses in the portfolio and accounts of relevant students, teachers and assistants in e-learning courses.

Recommendations:

1. It is recommended to use Russian software due to the dangers of using foreign analogues.

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

Criterion assessment*:* *excellent*

Main characteristics of the programme:

Stimulation of scientific and teaching activities (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.

Management of Human Resources

In order to implement the systematic development of the personnel reserve, St. Petersburg State University provides a variety of tools to stimulate professional growth and motivation for academic and teaching activities: contests of educational and methodological and research works, special project competitions, support for participation in international conferences, trainings and master classes, professional development in the specialty, exchange of professional experience with colleagues from other universities, including foreign ones, organization of scientific events (conferences, round tables, etc.), regular meetings with the university management.

- active forms of support for young teachers and graduate students, internships for young teachers and scientists, including in leading research centers, stimulation of scientific and project activities;
- involvement of practitioners in teaching;
- a comprehensive assessment of the administrative staff at St. Petersburg State University is carried out by the HR Department, surveys are conducted on the platform https://fhr.spbu.ru/moodle / by the feedback method - surveys of the business environment.

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

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.

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. Specific requirements for teachers by position are presented in the order. 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.

The system of training / retraining of teaching staff /administrative staff is carried out through the completion of advanced training courses provided by the administration of St. Petersburg State University (teachers are given the opportunity to take advanced training courses at St. Petersburg State University for free) and through private initiatives of teachers.

Management of financial resources

Financial support of the federal state budgetary educational institution of higher education "Saint Petersburg State University" (hereinafter - St. 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-FZ "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.

There are several sources of funding for research, in particular from attracting funding from external funds for scientific research. For example:

The Russian Humanitarian Scientific Fund project "Social competence as a factor of integration of vulnerable population groups into society in modern Russia" (Head – V.N. Kelasyev).

RSF (Russian Science Foundation) project "Challenges of Transformation of the Welfare State in Russia: institutional changes, social investment, digitalization of social services" (Head – O.I. Borodkina).

Projects with external financing of research and development are being implemented, 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. The mechanism of a comprehensive assessment of the Teaching staff, how it affects personnel reshuffle decisions.
2. Participation of employers in monitoring the activities of teachers of professional disciplines.
3. Integration of the results of scientific activity into teaching.
4. The procedure for receiving feedback from students and graduates of the program on the work of teachers.

Recommendations:

1. Make adjustments to the indicators for publications in scientometric databases in accordance with the ongoing changes in local regulations.
2. Strengthen incentives for participation in the development and implementation of projects at the request of employers. For example, with the help of individual allowances.
3. To explore the possibilities of teaching internships in social service organizations. This will increase the practice orientation of the disciplines taught and the awareness of teaching staff about the problems and methods of practical activity.

Criterion 9. Student services

Criterion assessment*:* *excellent*

Main characteristics of the programme:

Student services

St. Petersburg State University has a Department for organizing practices and Promoting Employment of the St. Petersburg State University Educational Department that develops and strengthens St. Petersburg State University's corporate ties with partner organizations, organizes internships, and also offers interesting positions for internships and permanent or temporary

work. Employees of the department inform students about the specifics of organizing an internship in a particular partner company, introduce them to competitive procedures, advise on internship opportunities, and on the requirements for an applicant.

The Department of Theory and Practice of Social Work closely monitors (monitors) the employment of graduates. The average terms of job search are noted, the share of graduates working in the specialty, the average salary is estimated, including taking into account career growth. This indicates the high interest of the department and the management of St. Petersburg State University in the issues of the demand for graduates.

The process includes collecting information from online sources (aggregators of employment data in their region and in the whole of the Russian Federation), extensive contacts with employers, especially in St. Petersburg and the Leningrad region, questionnaires of graduates, surveys of employers.

Targeted learning opportunities are being monitored, although they are very limited at the moment. Of positive importance is the fact that part of students receive an invitation to work after completing an internship and defending the WRC on the materials of such practice. The self–evaluation report indicates a share of 30% of graduates, which is undoubtedly a good indicator.

Student services

- the department of organization of practices and promotion of employment regularly conducts trainings on employment, consultations on the preparation of a resume;
- a system of encouraging students for achievements in extracurricular activities has been developed, including giving thanks, financial incentives, receiving additional points when evaluating student activities and when enrolling in various programs;
- various social initiatives of students were supported, which contribute to the formation of personal and social competencies among students, including in the field of ecology, volunteering;

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, Rugby Club "St. Petersburg State University", Martial Arts Club (judo, sambo, boxing), St. Petersburg State University Sports Club "Baltic Eagles" (orienteering, functional all-around, dueling fencing, esports, football (women)), Career Club, English Club, Theater Studio of St. Petersburg State University, St. Petersburg State University Students' Choir, Jazz Vocal Studio, Pop Vocal Studio, Sports Dance Club, Fine Art Studio, etc.

Student life at St. Petersburg State University is diverse and eventful.

In addition to classes, open educational and scientific seminars, conferences and lectures by famous scientists, more than 300 student events are held annually at St. Petersburg State University.

Academic mobility

Students are given the opportunity to complete additional training in the form of internships abroad, language and computer courses, various seminars, trainings, master classes, etc. The Student Mobility Support Program gives you the opportunity to spend one or two

semesters in another country as a student or intern at a foreign university without interrupting your studies at St. Petersburg State University.

Social and personal development

Various social initiatives of students were supported, which contribute to the formation of personal and social competencies among students, including in the field of ecology, volunteering. Students have opportunities for the realization of creative abilities, including:

- the mechanism of adaptation of first-year students,
- conditions and opportunities for the development of social and personal competencies of students,
- participation in charity and volunteer activities: collect toys for orphanages, conduct performances and master classes for children with cancer, visit veterans of the Great Patriotic War.

St. Petersburg State University has more than 10 creative clubs and studios for students on a permanent basis, there are various creative clubs, studios, circles, including: St. Petersburg State University Studio Theater (https://vk.com/teatrspbgu), KVN teams of various faculties of St. Petersburg State University, St. Petersburg State University Choir (https://vk.com/choirspbgu) and others.

Equal rights

Ensuring equal educational opportunities for students from various social strata of the population, including students with disabilities and disabilities.

Strengths:

1. Work with students is extensive, systematic, aimed at supporting and developing creative interests and abilities.
2. Student initiatives are supported both in the field of professional development and in social activity.
3. Special attention is paid to the adaptation of first-year students.

Recommendations:

1. A certain group of activists stands out in the self-realization of students, but some students so not take part in them. Involving them in various types of student activity will help both in the professional development and in the personal success of students. For example, by introducing an internal rating of students with various forms of encouragement (gratitude, diploma, and so on).

Criterion 10. Interaction with Applicants

Criterion assessment*:* *excellent*

Main characteristics of the programme:

At St. Petersburg State University, systematic work is being carried out to attract applicants to all areas of training. The work is addressed to both Russian and foreign applicants.

Attracting Russian applicants

Every year St. Petersburg State University holds such career guidance events as:

- Open door day,
- career guidance lectures in schools;
- online presentations of educational programs.
- Promotional videos in the direction of the educational program "Social Work" for applicants entering the bachelor's and master's degree programs, a brochure made by students describing the content of the Master's degree level programme "Social Work".
- Master's degree program: https://vk.com/socmagspbu?w=wall-51978785_241
- From January to May 2022, a series of online career guidance events "Informational meetings with foreign applicants of St. Petersburg State University" was held.

Admission of Russian applicants

Upon admission to the Master's program, applicants participate in a competition of documents (portfolio), which includes a motivation letter. The applicant's participation in scientific events (conferences, seminars, scientific schools, etc.) and research projects (grants, research, etc.), diplomas of winners and prize-winners of competitions of scientific, design works or student Olympiads corresponding to the field of training, receiving nominal and/or special scholarships of ministries, departments, foundations, educational institutions are taken into account. Separately, publications in WOS CC, Scopus and Russian Research Citation Index journals and databases are taken into account.

During their studies at the Master's degree of St. Petersburg State University, students are involved in the implementation of research and grants available to managers, present the results obtained both at student conferences and at scientific events of national and international scale.

St. Petersburg State University conducts open online courses on various topics, including "Sociology of Labor", "Introduction to Gender Sociology", etc., in order to provide access to modern scientific achievements.

Upon admission to master's and postgraduate studies, the presence of a certificate of online courses of St. Petersburg State University will give the applicant additional points. St. Petersburg State University holds an Open Olympiad of St. Petersburg State University among students and young professionals "Metropolitan Science (Re)Search».

The results of the All—Russian Olympiad of Students "I am a professional", which is held for students of Russian universities, are also taken into account. "I am a professional" is one of the flagship projects of the presidential platform "Russia is a country of opportunities".

The results of the Olympiad in the direction of "Sociology" and "Social work" are accepted. The results of the Universiade in sociology are taken into account.

The Lomonosov Universiade is held in order to identify and support talented youth, develop students' creative abilities, promote their professional growth, attract students to continue their studies in graduate and postgraduate studies, improve the performance of talented students

at international Olympiads and competitions and strengthen ties between Moscow University and leading Russian universities, including partnerships with St. Petersburg State University.

Within the framework of the discipline "Introduction to social work", graduates of the direction "Social Work" engaged in work in the social sphere, for example, Krainova Olesya Sergeevna, a specialist in social work of the Youth Center "Okhta", Gavrilova Anna Vladimirovna, are involved in conducting classes, as well as to motivate graduates of the Bachelor's degree program to enroll in the Master's degree program, the head of the direction for the development of social entrepreneurship, Komarova Victoria, director of fundraising of the "Prospects".

Strengths:

1. Multi-sided work to attract graduates of bachelor's degree programs, both specialized and non-specialized, to study in the master's program.
2. The scientific and educational achievements of applicants, prepared portfolios, motivation for studying at the master's level are taken into account.

Recommendations:

1. Work with applicants is focused on social professions in general. At the same time, the orientation of "Social work" has its own characteristics as a practice of social transformation of society. This activity can be especially attractive for young people. However, public awareness of the content and significance of the activities of social work specialists is extremely low. For example, the involvement of teachers to participate in career guidance events of the city.
2. We can welcome the previously announced programs for master's degree applicants who have completed bachelor's education in non-core areas of training.

Curriculum Vitae

Curriculum Vitae

Name: Anikeeva Olga

Place of employment, position	RSSU, Associate Professor of the Department of Social Institutions and Social Work
Academic degree, title	Ph.D. Historical Sciences, Associate Professor
Honors, ranks	no
Education	higher
Professional achievements	Management of graduate students who have defended their PhD theses, undergraduates, graduate specialists and bachelors. Author of more than 300 works: 16 textbooks and manuals, monographs and articles. Developer of professional standards (social worker, social work specialist, head of a social service organization). Developer of the Federal State Educational Standard of Higher and Secondary vocational education of all three generations in the specialty and direction of training "Social Work". Scientific Secretary in the Fields of specialization 39.00.00 "Sociology and social work"
Research interests	History and theory of social work, social work technologies, standardization in the social sphere and social education.
Practical experience in the field of the programme	Teaching experience in higher education – 45 years. Teaching experience in the field of social education – 28 years.

Name: Violetta Pakshtaite

Place of employment, position	Deputy Director for Educational and Ideological Work of the Minsk Branch of the Russian State Social University.
Academic degree, title	Ph.D. Pedagogical Sciences, Associate Professor

Name: Kamenskikh Vladimir

Place of employment, position	Deputy Director of Moscow Social Centers

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	-