

Approved

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REPORT
on the results of the external assessment of
the Corporate Law Master programme
Tambov State Technical University

Reviewers

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SUMMARY OF THE PROGRAMME

The "Corporate Law" master programme was initiated by Tambov Technical State University in the academic year of 2013/2014. Master's students are trained under the "Law" field of study pursuant to the requirements of the Federal State Higher Educational Standard for the "Law" field of study approved by the Decree No.3 1763 of the Ministry of Education and Science of Russia dated 14.12.2010, and the Procedure of Educational Activity Organization by Higher Educational Programmes - bachelor's, master's, specialist's programmes, approved by the Decree No. 1367 of the Ministry of Education and Science of Russia dated December 19, 2013, statutory requirements of the university, TSTU Charter, University's organizational and administrative documentation.

The on-site visit within the external programme assessment procedure was done by AKKORK reviewers from the 12th to the 13th of October, 2017.

Strong points of the programme

1. The focus on the practice-oriented education contributes to education results that meet the requirements of the employer community.
2. The content of the curriculum used in education process is discussed with the employers' representatives.
3. A considerable part of the university's teaching staff has got practical experience in the law sphere.
4. The university maintains direct interaction with employers.
5. Good lecturer-student-proportion, i.e. limited number of students per lecturer.
6. Good care and support of students by lecturers.
7. Students are informed before the start of a study year (or semester) about the content of a subject, the learning/teaching and testing methods (by electronic information).
8. Student/graduates have a wide mindset (compared with students/graduates from other universities).
9. The MA program offers the possibility for part-time way of studding.
10. Lectures are given not only by "inhouse lecturers" (employees of the university) but by professionals from different spheres as well.
11. Motivation system allows to involve well qualified lecturers. They are reliable and well qualified due to decent payment, access to advanced training as well as intrinsic and extrinsic (bonus payments) motivation.
12. Lecturers are aware of different teaching and testing methods and use them.
13. Close cooperation between management of the programme (dean, head of chairs/departments) with professionals (persons working as lawyers, for companies or state institutions).

Weak points of the programme

1. The university lacks the system approach to work performance that cause the dependency of teaching quality largely on a lecturer's personality.
2. Foreign specialists are not engaged in teaching the academic disciplines.

3. Students are not fully involved in the research work carried out by the university's departments.
4. The master's programme is not much designed for the student-centered education by selection of tasks of various degrees of complexity depending on the basic training level of admittees.
5. The content of some disciplines is lower than required for the corresponding level of education.
6. The topics of mergers and acquisitions of companies considered in the program very briefly, though it is one of the major themes of corporate law.
7. More practice/practical elements should be implemented into the framework of studies.
8. Textbooks with actual laws are lacking.
9. Final qualification work should have more elements of practical orientation.

The main recommendations

1. In order to ensure the proper level of scientific researches conducted, it is recommended to organize a procurement system of foreign literature and foreign legal bases.
2. To attract foreign specialists to teaching the academic disciplines.
3. To develop disciplines themes due to account for the master's programme specifics suggesting enhanced study of the important corporate law matters.
4. To equalize the knowledge of the first year master's students by development several options of assignments for submission by disciplines, tests by options, practical tasks of various degrees of complexity depending on the basic training level of admittees.
5. In order to improve the quality of graduation theses on scientific researches conduction, it is advised to pay considerable attention to the comparative analysis to be carried out.
6. To ensure involvement of students in the research work carried out by the university's departments.
7. To provide an opportunity for students to participate in the international scientific events and internships.
8. To provide practical elements and times for practical experience as well as positive motivation of students to use lecture free times for practice in companies and state institutions.
9. Lecturers should work/assist from time to time in companies and/or state institutions to gain/update practical knowledge.
10. Teachers are advised to provide actual law enforcement practice to the students.
11. It is recommended to consider the possibility of inviting foreign teachers for providing English lessons, as according to the site visit, if students feel the possibility and necessity of communication in English, they tend to learn English and to practice it.
12. It is recommended to involve a separate discipline, "Mergers and acquisitions" in the program.
13. Upgrade/restructure the MA program with clear distinction of learning/teaching methods and learning outcomes for the BA program and the MA

program (independent, abstract, creative, methodology varying, solution oriented application of self acquired knowledge).

14. To reflect more elements of practice in Final qualification work.

15. To include in the bibliography references to sources where information on the relevant law on the subject of profiles and the program in General.

16. To organize programmes of exchange of students and teachers, scholarships. There is the Department of international law now, but there is no institutionalized international contacts, exchange, participation in international competitions, for example. Jessup (<https://www.ilsa.org/> and <https://www.ilsa.org/jessuphome>), teaching in English, participation in the activities of the United Nations (UN) <http://www.un.org/en/sections/resources/students/index.html>.

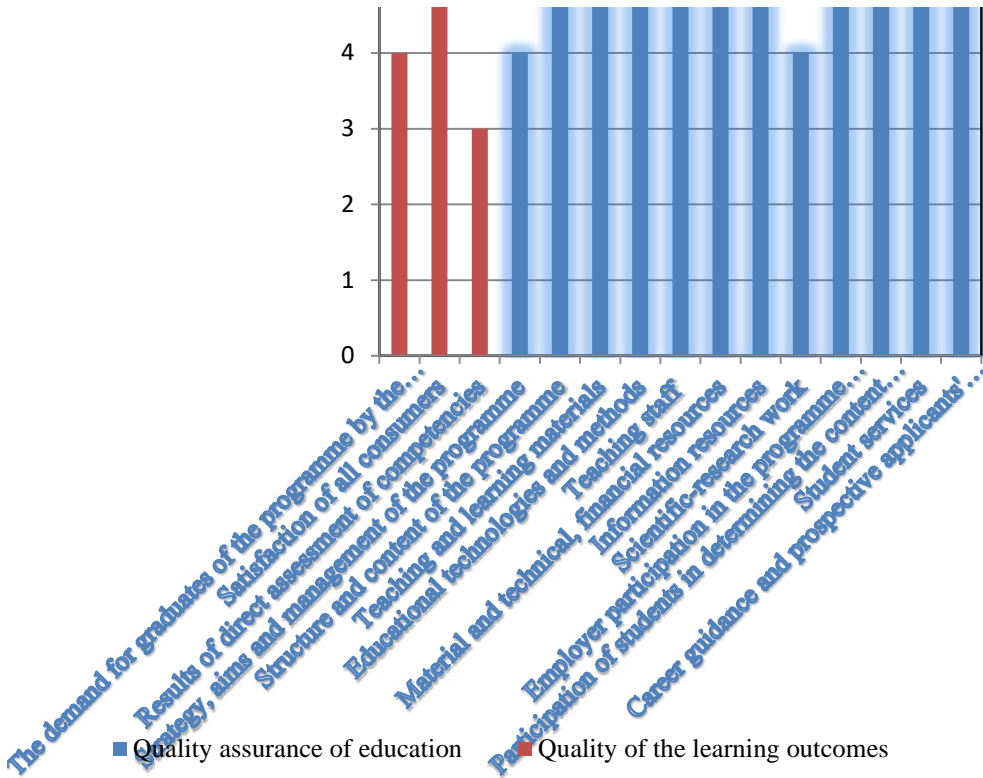
17. To teach students independent, abstract thinking, specialised search engines for legal information, legal interpretations of the text and decision-making. Currently, graduates who did not study law, study together with the bachelors in law.

Assessment profile of the learning outcomes and quality assurance of education

| No. | Criterion | Assessment |
|-----------|---|------------|
| <i>I</i> | <i>Quality of the learning outcomes</i> | |
| | The demand for graduates of the programme by the labor market | 4 |
| | Satisfaction of all consumers | 5 |
| | Results of direct assessment of competencies | 3 |
| <i>II</i> | <i>Quality assurance of education</i> | |
| | Strategy, aims and management of the programme | 4 |
| | Structure and content of the programme | 5 |
| | Teaching and learning materials | 5 |
| | Educational technologies and methods | 5 |
| | Teaching staff | 5 |
| | Material and technical, financial resources | 5 |
| | Information resources | 5 |
| | Scientific-research work | 4 |
| | Employer participation in the programme implementation | 5 |

| | | |
|--|---|---|
| | Participation of students in determining the content of the programme | 5 |
| | Student services | 5 |
| | Career guidance and prospective applicants' preparation | 5 |

Profile of marks of learning outcomes and quality assurance of education



QUALITY OF THE LEARNING OUTCOMES

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

Criterion assessment: good

Analysis of the role and place of the programme

The assessed programme occupies a leading position in the market of educational services in this area in the Tambov region.

The main competitor of TSTU in this field of study is the Tambov State University State University named after Derzhavin. At the same time, there's currently no the similar educational programme at this higher university.

The advantages of these competitor include the availability of state-funded places in the "Law" field of study, disadvantages – the programmes offered by competitors are not focused on the regional needs for personnel at industrial enterprises of Tambov region.

The advantages of the analyzed programme can be designated as orientation towards personnel training for the region – Tambov Region– namely, the specialists training for the enterprises headquartered in Tambov Region.

Specialists from the leading law enforcement authorities and legal firms of Tambov Region are attracted to the process of lesson delivery under the master's programme. In this way, the Institute of Law of TSTU has the potential to train master's students on the abovementioned programme basis.

The program is structured taking into account recommendations of employers. The MA Program was suggested by employers with view to an increasing need for employees with specific knowledge in corporative law. Interviews with students revealed an optimistic attitude to find decent job offers after graduation within due time.

The analysis of the data provided by the university

- *100% of students combine studies at the university with work in their specialty*
- *100% of the 2016 graduates were employed under the field of study (specialization) undergone using the programme, within one year upon graduation from the university, as the programme was initially implemented within the extramural mode of study*
- *The share of graduates who are employed at the request of enterprises – none.*
- *The share of students studying under the request of employers, for instance, based on trilateral agreements (employer-sponsor education agreements) is 1.*
- *The share of graduates working in the field of specialization in the region is 100%.*
- *Number of complaints on graduates – none.*

• *The number of positive feedbacks on the work of graduates from organizations – 5 pcs.*

2. *Satisfaction of consumers with the learning outcomes*

Criterion assessment: excellent

The interview results of employers throughout the entire Institute of Law of TSTU have demonstrated that the share of employers who admit that the graduates' competencies fully meet with the requirements to modern specialists in the industry, constituted **76%**;

21% employers considers the graduates' competencies to comply substantially with the current requirements set to specialists in this sphere, however, there are insignificant remarks.

Those who consider that the competencies of only a small group of graduates comply with the current requirements to specialists in this sphere constituted **3%**.

Incompliance with the requirements to specialists in this sphere - **0%**.

The employers have noted satisfaction with the level of graduates' professional and general competencies that comply substantially with the current requirements to specialists in this sphere.

The results of interview and survey of students have revealed that 100% of students are satisfied with education results.

In the meantime, the students have stated that possible improvements of the programme can be made under the following criteria:

- to organize exchange with foreign higher universities;
- to organize a possibility of participation in the international scientific events.

3. *Direct assessment of competencies by the reviewers*

Criterion assessment: satisfactory

During the on-site visit, direct assessment of the graduates' competencies was conducted. The direct assessment was attended by the 2-year master's students.

In the course of the direct assessment of the graduates, were used test and exam materials prepared by the reviewers.

To analyze the formation of competencies, an reviewers selected the following.

1. Assessment of competencies characterizing the person's personal qualities, which are an integral part of one's professional competence:

- GC-2 "Ability to Discharge Professional Obligations and Comply with the Lawyer's Ethical Principles".

2. Assessment of competencies aimed at communication development, maintenance and improvement:

- GC-3 "An Ability to Improve and Develop one's Intellectual Potential and General Cultural Level".

3. Assessment of the professional competencies ("competence core"), including the competencies reflecting the need (requirements) of the regional and/or federal labor market depending on the main consumers of the graduates of the programme:

- PC-5 "Ability to Apply Laws and Regulations, Implement Rules of the Substantive and Procedural Law in the Professional Activity";
- PC-6 "Ability to Assess Facts and Circumstances Correctly in Legal Terms";
- PC-7 "Ability to Interpret Laws and Regulations Competently";
- PC-8 "Ability to Take Part in the Due Diligence of Draft Laws and Regulations, Specifically to Identify the Provisions Being Conductive to Formation of the Conditions of Corruption Manifestation; Provide Competent Legal Opinions and Consultations in the Particular Spheres of Legal Activity".

On performing the procedure of direct assessment of competencies, students were given the case studies suggesting a need of teleological interpretation of the regulations of current legislation. Including the cases dealing with the principle of good faith (double sale, sale of the property of another).

Based on the direct assessment of competencies results, the reviewers has discovered the following:

| Level | Sufficient level (students coped with 80 % of the proposed tasks) | Acceptable level (percentage of the solved tasks is from 50 to 79 % of tasks were fulfilled) | Low level (percentage of the solved tasks is less than or equal to 49 %) |
|---|---|--|--|
| The share of master's students | | | |
| Results of direct assessment of competencies characterizing the personal qualities of a person, which are an integral part of their professional competence | | | |
| 100 % | + | | |
| The results of direct assessment of competencies aimed at the development, maintenance and improvement of communications | | | |
| 100 % | + | | |
| The results of direct assessment of professional competencies ("competence core"), including the competencies reflecting the need (requirements) of the regional and/or federal labor market, depending on the main consumers of the graduates of the programme | | | |
| 0% | | | |
| 50 % | | + | |
| 50 % | | | + |

The reviewers got acquainted with 4 master's programme graduate qualification works that amounted to 40% of the graduate works in this field of study from the previous year.

GRADUATE QUALIFICATION WORKS

| No. | Objects of assessment | Reviewers commentaries |
|-----|---|--|
| 1. | Topics of graduate qualification works correspond to the field of study and current level of science, technology and (or) technologies development within the programme. | The graduate qualification work theme corresponds essentially to the level of training and current level of science development. However, the graduate qualification work analysis bears evidence to the lack of the comparative analysis on graduate qualification work completion. |
| 2. | The tasks and contents of graduate qualification works are aimed at confirming the formation of the competences of a graduate. | 100 % |
| 3. | The degree of use in the independent research parts of materials of graduate qualification works collected or received during the pre-diploma practice and the implementation of course projects. | 100 % |
| 4. | Topics of graduate qualification works are defined by the requests of the production organizations and the tasks of the experimental activity, which are solved by the teachers of the educational institution. | 100 % |
| 5. | The results of graduate qualification works find a practical application in production. | 100 % |

| | | |
|----|---|--|
| 6. | Degree of use in the independent research parts of the graduate qualification works of the results of the research work of the department, faculty and third-party research and production and / or research organizations. | In accordance with the reference list of analyzed graduate qualification work, the scientific and research results of the university's department or faculty were not used within execution of the independent research sections in the graduate qualification work. |
|----|---|--|

Conclusions and recommendations of reviewers

Conclusions

In general, the graduate qualification work (GQW) themes correspond to the level of training and current level of science development, however, in some cases, a scientific nature of the conclusions made in the GQW work need to be improved.

In this way, the master's GQW of Alferova Yu.O. "Anti-monopoly Legislation in the Entrepreneurial Activity of Limited Liability Companies" (the graduate qualification work received the "excellent" grade) brings in a GQW on the fact that limited liability companies are an independent participant in legal relations (p. 7 of the GQW) as a new provision that needs to be defended, according to the dissertator.

The master's GQW of Lakomkin N.A. "Non-commercial Corporate Organizations" (the GQW also received the "excellent" grade) contains a graduate qualification work that a distinctive feature of a corporation is participation or membership (p. 7 of the GQW) as the provision brought in for defence.

These work doesn't have scientific component as were established by the Civil Code of RF long time ago.

Furthermore, the qualification work analysis has demonstrated that, while conducting GQW researches, in some cases students didn't reflect the foreign experience.

Recommendations

1. In order to improve the quality of final theses work considering scientific researches conduction, it's advised to pay attention to the comparative analysis to be carried out.

2. The TTSU should foster the capability of students to think abstractly, autonomously and solve cases independently using methods of search for information (applicable law), its interpretation, logic and subsumption. This needs constant training throughout the law studies.

3. In order to increase the level of employers' and graduates' satisfaction with the education results, it's recommended to collect feedbacks on an annual basis in the

following periods: from the employers, under the results of internship and actual employment; from the graduates, under the results of programme completion. This question can be framed as follows in the feedback forms for the graduates: in your opinion, the teaching process of which disciplines is to be changed, improved, and in what aspects exactly. This question can be framed as follows in the feedback forms for the employers: what competencies do students lack (for the employers).

4. It is recommended to use the analysis of practical cases in thesis works.

5. Internationalization: the lecturers of International and European Law should improve their English, participate in international conferences, and start with their students to participate in international competitions in International Civil Law and International Public Law (e.g. Jessup). Students should get the possibility to learn English throughout their studies (not only the first two years). Talented and interested students should be able to study for a semester abroad. It should be made possible to invite foreign guest lecturers and foreign persons for English language practice. If students feel the possibility and necessity to communicate in English language they are more motivated to learn English and practice it.

QUALITY ASSURANCE OF EDUCATION

1. Strategy, aims and management

Criterion assessment: excellent

Strong points

The master's programme objectives are stated clearly and accurately, and have been coordinated with the professional sphere. The training programme corresponds to the current level of knowledge for the specialization as well as fosters the formation process of social competences and graduates' personal development.

The programme objectives promote the constant increase of the level of students' practical skills and employment after graduation from the university.

Monitoring results testify the fact that programme objectives meet students' educational needs.

A strong point of the programme is its saturation with interactive forms of education; orientation of the disciplines studied towards professional competencies formation; engagement of the teachers having practical experience of work and practical training methods organization.

A strong point of the programme is also designated as the fact that the strategy is implemented jointly with governmental, local authorities, other institutions and professional organizations.

Under interview results, the reviewers makes a conclusion on the fact that the accredited programme can compete at the national (however, not at international) market of educational services, and national labour market.

The programs are designed according to federal regulations and needs of the regional labor market. As far as federal regulations allow, the program management uses freedoms for elective courses related to different specialisations in the spheres of civil and public law.

The program management cooperates closely with employers of the economy and state institutions when designing and updating the programs. Professionals from economy and from state institutions are involved into the learning/teaching process. This enhances the practice orientation of the programs.

Recommendations

To form a separate internationalization strategy of the program.

2. Structure and content of the programme

Criterion assessment: excellent

Strong points

A strong point of the programme is its practical orientation ability. The programme has been agreed with the employer and fully complies with its requirements. The distribution of learning courses and internships by years of study corresponds to the correct logical sequence of discipline study. Students' academic load is balanced. The curriculum is saturated with educational, work experience internships by discipline, and research internships. Furthermore, the types of internships provisioned combine the theoretical and practical aspects.

When distributing the academic disciplines in the curriculum by years, the logical sequence, interdisciplinary relations, discipline continuability have been taken into account.

As part of Russian culture the student-lecturer-relations are very personal, i.e. success of students depends considerably on positive personal relationships with lecturers. Therefore it is a special responsibility and task of lecturers to encourage students to make their own points, argue independently of the opinion of a lecturer and even against them. This should not be understood as a personal offence but as a success in the process of individualisation and personal development. The extracurricular invitation to participate in a “pro and con” seminar is a positive example!

Recommendations

1. Attract foreign specialists to teach the academic disciplines.
2. TTSU should offer more contact hours (lectures, seminars, electronic chat ...) for extra mural students. These students wish to study more intensively instructed by lecturers.
3. Upgrade/restructure the MA program with clear distinction of learning/teaching methods and learning outcomes for the BA program and the MA program (independent, abstract, creative, methodology varying, solution oriented application of self acquired knowledge).
4. TTSU should offer special “bridge courses” for students who did not pass a BA in law to enable them to participate on a high level in the MA program (and to prevent the level of the MA program is downgraded to meet the capabilities of these students).

3. Teaching and learning materials

Criterion assessment: excellent

Strong points

A strong point is the extensive use of information technologies, electronic and library systems.

Under the questionnaire survey presented by the university and the results of which were confirmed in the course of the site visit, the majority of students noted that their opinion is taken into account in TLM elaboration and update.

The programme is fully procured with teaching and learning materials.

Recommendations

1. Develop themes of courses taken into account specifics of the important corporate law matters.

2. Equalize knowledge of the first year master's students by developing several options of assignments for submission by disciplines, tests by options, practical tasks of various degrees of complexity depending on the basic training level of admittees.

3. It's recommended to update the list and contents of the discipline work programmes as, in some cases, the discipline work programmes in the master's field of study contain the themes of learning sessions representative of the bachelor's programme.

Also, there is necessity to consider the theme "A Concept of Transaction" (p. 6 of the discipline work programme) being more peculiar for the "Civil Law" discipline within the "Agreements in the Corporate Activity" discipline that raises doubts.

Identical remarks can be presented to the "Entities of Corporate Activity" discipline within which the "Legal Entities as Entities of Corporate Activity" theme (p. 6 of the discipline work programme) is similar with the "Legal Entities as Entities of Civil Matters" theme studied within the "Civil Law" discipline.

4. It is recommended to involve a separate discipline, "Mergers and acquisitions" in the program.

5. It is recommended to increase up to 30% the use of practical elements in the teaching; moreover to increase the time of practice in order to motivate students to use their spare time to practice in companies and public institutions.

6. Teachers are advised to present actual law enforcement practice to students.

7. It is recommended to purchase books with the actual law, as from the point of view of students, not enough textbooks (books) with the current legislation are presented. In the field of public international law: the Russian Federation as a member of the Council of Europe, is one of the many subjects of the judgment of the European court of human rights (ECHR). The case can be explored, students can offer their own, informed decisions; and decisions of ECHR should be taken into account when assessing the possible human rights violations in the Tambov region.

8. In the field of international civil law could be discussed (during the course) the Convention of the United Nations (UN) on the international sale of goods (which was ratified by Russia and became part of the Russian legislation) and to discuss judicial decisions around the world (after students have offered their own points for and against by position-specific cases). <https://www.uncitral.org/pdf/english/texts/sales/cisg/V1056997-CISG-e-book.pdf> Global legislation on sales: <http://www.cisg-online.ch/>.

4. Educational technologies and methods

Criterion assessment: excellent

Strong points of the programme

The use of innovative educational technologies and practices within the professional programme is ensured by creation of the relevant content of teaching and learning materials (TLM). For instance, the methods of practical situations resolution have been enabled to be widely applied due to development of evaluation tools by the academic disciplines wherein test and exam materials of exactly this type were presented.

One competitive advantage to be noted is the application of advanced technologies and methods of educational activity. Students have an opportunity to participate in the university's arrangements: round tables, excursions at the enterprise, communication with invited speakers, use of library resources; active teaching methods are applied, etc.

The curriculum provides for the availability of optional disciplines (elective upon students) that enables every student to form the individual trajectory.

Lecturers are aware of different teaching and testing methods and use them.

In the course of the site visit, the reviewers has attended a lesson of the master's programme the analysis results of which are presented below.

Teacher's name, surname, patronymic *Pridvorova Mariya*

Group/specialization *MUR-14z*

1. Discipline/module *Entities of Corporate Activity*

2. Type of the learning session

lecture

+ seminar

laboratory work

practicals

complex class _____

other

3. Subject of the learning session: *Legal Entities as Entities of Corporate Activity. Corporate Forms of Entrepreneurial Activity*

ASSESSMENT OF THE PROFESSOR

| No. | Analysis criteria | Indexes | Rating (0, 1, 2) |
|-----|---|---|---------------------|
| 1. | Compliance with the training schedule | Timely start, end of class, time-balanced sections. | 2 |
| 2. | Organizing time | Greeting. Topic, goal messaging (connection of the goal with the competences formed). | 2 |
| 3. | Motivation of listeners for upcoming activities | Indication of relevance, the formed professional and / or social and personal competencies. | 2 |
| 4. | Psychological climate in the audience | The presence of positive emotional interaction between the professor and students; mutual benevolence and audience involvement. | 2 |
| 5. | Quality of presentation | Structured material; the clarity of the definition of current tasks; systematic and accessible presentation; adaptability of presentation to the peculiarities of the audience; availability of examples, relevant facts. | 2 |
| 6. | Conformity of the content to the course programme | Compare with working curriculum of the discipline (teaching and learning materials). | 2 |
| 7. | Use of visual materials | A textbook, a workshop, handouts, tables, drawings, etc. | 2 |
| 8. | Oratory | Audibility, intelligibility, euphony, literacy, speech tempo; facial expression, gestures, pantomime; emotional saturation of the performance. | 2 |

| | | | |
|-----|---|---|---|
| 9. | Audience sensitivity | The ability to respond in time to changes in perceptions of the students. | 2 |
| 10. | Civility in relation to students | | 2 |
| 11. | Methods of organizing attention and regulating students' behavior | Increase of interest among listeners (original examples, humor, rhetorical techniques, etc.); involving listeners in a dialog, into the process of performing tasks, etc. But not: open call for attention of listeners; demonstration of disapproval; psychological pressure, blackmail. | 1 |
| 12. | Maintaining "feedback" with the audience during the class | Learning control | 2 |
| 13. | Summarizing the learning session (<i>reflection organization</i>) | The organization of reflection, during which students actively discuss the outcomes | 2 |
| 14. | Image | Compliance with corporate style, presentability, charisma | 2 |
| | Final grade | | 2 |

Recommendations

1. With view to the future, i.e. further digitalisation of all spheres of life and global competition in economy and in governance, the TTSU should try to preview future developments and their relevance for law studies. Implement the process approach in teaching and organize interdisciplinary virtual or real projects with other faculties where bachelor's programme students could apply their knowledge practically: to give solution oriented and law respecting advice.

2. To teach students independent, abstract thinking, specialised search engines for legal information, legal interpretations of the text and decision-making. Currently, graduates who did not study law, study together with the bachelors in law.

5. Teaching staff

Criterion assessment: excellent

Strong points

The educational process under the programme is ensured by the qualified teachers with higher professional education, corresponding to the specialization of the discipline taught, conducting scientific and research work, having science degrees and/or academic titles. The supervisors and leading specialists of Russian companies also participate in the teaching process of some disciplines. The quality of staffing in the educational process is defined both by the qualitative teaching staff attracted to the educational process, and staff level.

The teaching staff in the field of study is formed on the basis of the following categories: 1) Teachers engaged predominantly in the academic work; 2) Teachers-practitioners.

The key teaching staff (100%) engaged in education have basic field-specific education in the field of disciplines taught. The share of teachers with the science degree and academic title, constitutes 79%.

With view to small groups and a good lecturer-student proportion, there are in general close and positive relationships students-lecturers. Students may come to contact hours and pose questions. Lecturers are ready to help and assist within the learning process individually.

Lecturers are long time lecturers, reliable and well qualified due to decent payment, access to advanced training as well as intrinsic and extrinsic (bonus payments) motivation.

Recommendations

1. It is desirable to employ foreign teachers for conducting master classes (once a year).
2. Foreign teachers are currently unavailable. This could lead to the insufficient level of programme internationalization and "global thinking" development. It's recommended to conclude contracts with invited lecturers in order to enhance the international aspect, develop "global thinking", business culture, "outside perspective".
3. It is required to increase the number of teachers co-operating with foreign higher universities by financial encouragement.
4. Teaching staff is recommended to undergo training in companies, public institutions for acquiring practical knowledge in the subjects taught (1 time per year).
5. It is recommended to consider the possibility of inviting foreign teachers to provide English language lessons. Students expressed their wish to communicate in English, so they tend to learn English and to practice it.

6. *Material, technical and financial resources*

Criterion assessment: excellent

Strong points

The number of lecture rooms, department premises, funds and library reference room, college laboratories and equipment contributes to achievement by students of the suggested results of education, i.e. they are creating the atmosphere favourable for education.

The university territory corresponds as far as it is necessary to the conditions of unobstructed, safe and comfortable passage of disabled people and persons with limited health opportunities.

The educational building at the address 112 E, Michurinskaya Str., Tambov and TSTU's swimming pool are adapted to the persons with locomotor system disorders. They provide for the accessibility of paths of motion; availability of the informational and navigation support means; staircases are complemented with ramps; staircases and ramps are equipped with handrails; doors and staircases are of contrast colours; parking places for disabled people's vehicles are allocated near the educational building. Entries to the educational building and swimming pool are located at the ground level and have no doorstep. The doorway width allows a wheelchair to pass freely.

Educational facilities (lecture rooms, practical rooms, educational working rooms, library and other premises) provides for a possibility to have 1-2 places equipped for disabled students and students with health limitations for each type of disorder.

Students' educational places are organized due to account for the wheelchair access and turn, pathway width increase between table rows.

Recommendations

1. In order to ensure the proper level of scientific researches conducted, it's recommended to have the university organize a procurement system of foreign literature and foreign legal bases.

2. Almost no budget places for students. Talented students should have a bigger chance for scholarships and/or study loans. To finance these TTSU could cooperate with corporations and state institutions (future employers) to raise funds (e.g. in Germany some scholarships are co-financed 50%-50% by economic companies and the state).

7. *Information resources of the programme*

Criterion assessment: excellent

Strong points

The university widely uses both electronic bases of teaching and learning materials, scientific literature (digital and scientific materials storage on the university' portal; library's page with an access to electronic catalogue), and the library holding on paper

media. Constantly updated teaching and scientific literature, the literature lists recommended by teachers by every discipline, and information provision of the programme contribute to achievement of the anticipated educational results by students.

Electronic and educational medium operating in the university and including the university's electronic library <http://tstu.ru/r.php?r=obuch.book.elibt> that consists, among other things, of the subscription to various electronic and library systems, electronic journals, etc.

At the same time, the information resources employed by the university contain the insufficient quantity of foreign periodical publications (journals).

Recommendations

It's recommended to open access to periodical scientific and foreign journals on the Internet resources, and to foreign legal bases (HeinOnline, Westlaw, LexisNexis).

8. Scientific-research work

Criterion assessment: good

Strong points

A strong point of the scientific-research work is the active co-operation with government authorities in case of arising questions that entail difficulties in the law enforcement practice and practical demand for the results of university's scientific and research work.

The university co-operates closely with the Plenipotentiary on Human Rights in the Russian Federation for Tambov Region.

The interview results of employers have revealed that the reviewers opinions given in the university enjoy renown in the law enforcement practice.

Recommendations

1. Develop a set of arrangements centered on establishment of scientific ties with distant countries. For instance, this set can include joint conferences. During the visit, the reviewers have established that the university lacks scientific ties with distant countries.

2. Ensure involvement of students in the research work carried out by the university's departments. The interview results of students have demonstrated that students are not aware of the primary directions of scientific and research work carried out by the educational institution's departments. At the same time, students, within the interview, have expressed their desire and readiness to take active part in international scientific events and internships.

3. Provide an opportunity for students to participate in the international scientific events and internships.

4. For further internationalization the publishing of articles in foreign, especially in English language journals could be fostered. Lecturers could be motivated to participate in

foreign and international conferences and, second step, organize such conferences themselves.

9. Employer participation in the programme implementation

Criterion assessment: excellent

Strong points

The university has set requirements to involvement of employers' representatives in programmes implementation:

- standard rates of part-time skilled employees to be attracted as teachers to implementation of the programme in line with the FSES 3+ is at least 5%; the "Corporate Law" master's programme - 13% of part-time skilled employees;
- the requirement to employers to be engaged in the designing process of educational results and learning results under a specific programme in accordance with the Regulation of Tambov State Technical University interaction with partner organizations <http://tstu.ru/general/docum/pdf/reglament.pdf>. The requirement to employers to be engaged in the current and interim control of students' educational results in the programme course.

Employers and social partners are attracted directly to development of the key professional programme elements: the curriculum, professional competencies required for the students to legally support state and municipal authorities, enterprises and institutions; structural constituents of competencies being measurable indicators of education; competency model as a whole; work programmes of academic disciplines and evaluation tools thereto; other teaching and learning materials.

Employers and social partners are engaged in the annual update process of teaching and learning materials for the programme in line with the development of industry-specific legislation and law enforcement practice due to the legal doctrine development. Recommendations and offers of employers and social partners are, among other things, reviewed at the meetings of "Civil Law and Legal Procedure" department conducted with the participation of commercial structures, state and (or) municipal authorities representatives; the offers and recommendations of those who developed them.

10. Participation of students in determining the content of the programme

Criterion assessment: excellent

Strong points of the programme

The feedback is collected from students and are used in order to improve factual educational results as well as to increase the quality assurance of education as follows:

1. through the annual participation of students in the rating process of teachers. The teacher rating results form a criterion of teachers assessment while undergoing competition procedures.

2. by questionnaire survey of students regarding the level of satisfaction with the quality of the educational services obtained as well as to detect students' remarks and suggestions. The questionnaire survey is conducted on a regular basis at least once a year in the electronic or blank form.

Students' opinion regarding their participation in the educational process organization and management: 72% replied that they can influence on the decision-taking process; 12% replied that can not influence on the decision-taking process and 16% remained neutral.

TLM content is normally modified for the upcoming year by teachers themselves, among other things, under results of the questionnaire surveys conducted by teachers independently upon course completion by correlating students' expectations and their level of satisfaction under the results of lessons. Such questionnaires generally collect students' suggestions TLM update as well.

As a result, the following data have been obtained in the questionnaire survey "Assessment of Students' Level of Satisfaction with the Quality of Services Obtained in 2016-2017". The replies to the question "Is your opinion considered on elaboration of the content for the programme under which you study?" are distributed as follows: yes – 82%, no – 6%, it's hard to say – 4%, I didn't know it was possible – 8%.

11. Student services at the programme level

Criterion assessment: excellent

Strong points

Educational activities in the university are carried out in accordance with "The Concept of Educational Activities with Students at TSTU, University Charter and University Development Strategy to 2018. The concept of educational activities is implemented through the mechanism of target projects realization using administrative resources and student government bodies.

The higher university developed a programme of educational activities for the period of student training at Tambov State Technical University.

The following programmes apply in the university:

- programme of spiritual and moral education of students at Tambov State Technical University for 2017-2020;

-programme of activities (arrangements) focused on formation of the law-abiding behaviour of students; prevention and elimination of the offenses caused by illegal drug trafficking for 2016-2020;

-comprehensive programme on primary prevention of drug addiction and HIV-infection among TSTU students;

-comprehensive programme of TSTU activity in the sphere of recreation and promotion of healthy lifestyle among employees and students.

The educational activities management system in the higher university has a three-tier organizational structure. Each of the base levels -university, institute (faculty) and department, has the tasks and objectives corresponding to the structural level of engaged subdivisions defined. The core task of the educational activities with students is to create conditions for their active lifestyle, identity formation and personal fulfillment.

The educational activities in the institute (at the department) are managed by the institute director (Dean of the faculty). In order to organize educational activities in study groups, curators are appointed from the most experienced teachers pursuant to the recommendation from heads of the departments and institute directors (Deans of the faculties) based on the Rector's order. They provide the comprehensive assistance to students to form the students core group of most communicative, vivid personalities; ensure educational guidance of the student council; assist students in implementation of scientific and creative skills, etc.

SUMMARY OF THE REVIEWERS

Albrecht Drobning

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| Place of work, position | Professor of German, European and international economic law at the Technical University of Cologne (University of applied Sciences) |
| Academic degree, academic title | Doctor of Law |
| Education | higher, law |

Mikhail Shavaleyev

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|---------------------------------|---|
| Place of work, position | Private law research center of S.S. Alekseyev under the President of the Russian Federation, a consultant |
| Academic degree, academic title | Ph.D. (Law) |
| Education | higher, legal |

Olga Muravyova

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|-------------------------|---|
| Place of work, position | Senior Lawyer of the Sminex Group of Companies (sminex.com) |
| Education | higher, legal |

Anna Zaitseva

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| Place of work, position | Student, Kutafin Moscow State Law University |
| Education | |