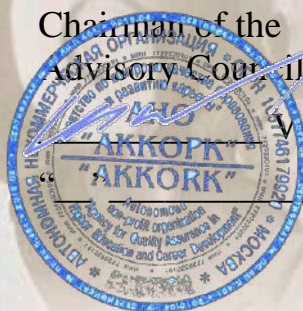


Approved by

Chairman of the
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D. Shadrikov

2017



REPORT
on the results of external assessment of
the “Economics” Bachelor programme
Belgorod State National Research University

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Moscow – 2017

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SUMMARY OF THE PROGRAMME

The Bachelor programme "Economics" is realised within the field of study 38.03.01 "Economics" of the Faculty "Institute of Economics" (until 2013 - the Faculty of Economics), which is a structural subdivision of the "Belgorod State National Research University" (BelSU). The programme is managed by the director of the Institute of Economics, the head of the Department of Economics and Production Processes Modeling, Doctor of Economics, Professor Marina Vladyka.

Since 2011, education is provided in all forms - full-time, part-time and extra-mural education. The duration of study period above mention forms is the following: four, four and a half and five years respectively. Extra-mural education is carried out using distance education technologies.

While developing and implementing the programme the BelSU is guided by the following types of future professional activity of the graduates:

analytical, research (main),
economic (additional).

Implementation of the programme for undergraduates of the Institute is carried out with the identification of education profiles: "Finance and Credit", "Taxes and Taxation", "Accounting, Analysis and Audit", "World Economy", "Economics and Legal Regulation of Foreign Economic Activities", and "Economics of Enterprises and Organisations". The administering departments of the corresponding profiles are:

Department of Finance, Investments and Innovations (founded in 1997, the implemented profiles are "Finance and Credit" and "Taxes and Taxation"),

Department of Accounting, Analysis and Audit (founded in 2000, the implemented profile is "Accounting, Analysis and Audit"),

Department of World Economy (founded in 2001, the implemented profiles are "World Economy" are "Economics and Legal Regulation of Foreign Economic Activity"),

Department of Economics and Production Processes Modeling (founded in 2014, the implemented profile is "Economics of Enterprises and Organisations").

The first graduation within programme "Economics" was in 2015 and amounted to 272 people.

The on-site visit was conducted by AKKORK reviewers on April 17-18, 2017. An external evaluation of the programme was carried out by the reviewer group composed of: Tatiana Berezkina, Yuri Sanberg, Olaf Neitzsch.

Number of students in the 2016/2017 academic year

Programme	Number of students (full-time)	Budgetary	Contracted funding'	Non-budgetary
Economics	422	129	-	293

Strengths of the analysed programme

The evaluated educational programme has the following strengths:

- The Institute of Economics as a structural department of the University has material and technical facilities that provide disciplinary and multidisciplinary studying. . Classrooms are prepared for variety ways of studying, such as lecture-type classes, seminar classes, course planning, collective and individual consultations, current monitoring and intermediate certification, as well for independent work and facilities for storage and protective maintenance of educational equipment. Special rooms are equipped with specialised furniture for presenting educational information to a large audience.

- The programme Economics has the 5 above listed Specializations, they fit together well under the Economics umbrella and therefore make sense. During the first 2 years these 5 Specializations study together and receive the general Fundamentals of Economics, before they split into Groups up from 5th Semester, that gives the right balance between Economics “general” and Economics “specialized fields”. It is also positive that the students really can choose what specialization they want to study and BelSU forms the number of groups according to the real demand / how the students decided. These 5 Specializations also make sense from my “Practice point of view” for example when comparing with how Companies / Banks structure their “CFO Division” into Departments such as Accounting, Finance Analysis, Audit, Treasury and Tax.
- The combination of the basic academic education with in-depth specialised education increases the competitiveness of graduates and provides them an opportunity for retraining and more successful mastering of the intra- and inter-professional knowledge.
- Active implementation of the practice-oriented learning concept. This is realised through the use of various educational technologies and organisation of internship.
- The qualified team of teachers, educational, methodical and administrative staff of the Institute ensures the availability of a good adequate scientific and educational base of the educational process. This is confirmed by the assessments of employers, students and graduates.
- BelSU / the Economics Faculty have a close cooperation with “the practice” means employers such as Companies and State Authorities in the Belgorod Region, which positively contributes to the outcome of the programmes and to the graduates’ success in finding a job.
- Alumni of programme “Economics” are in demand and almost all of them find employment (92% employed; 8% on maternity or in Army service).
- At the Economics Faculty reviewers experienced a “family atmosphere”, which was confirmed during meetings with stakeholders such as teachers, students, alumni and employers / partners from practice and that impacts positively Quantity and Quality of outcomes of the programme.

Weaknesses of the analysed programme

- Approximately less than 50% of Professors have several years practical working experience on at least Managerial level; the ones who have, have it mainly in Accounting but not in the other 4 Specializations of “Economics”; that could result in not sufficient Practice Relation during the Study, despite the fact that students go to several weeks Internship in the last Semester.
- Despite English Language courses, no “Business” / Finance disciplines are obligatory provided in English; that could result in less familiarity of graduates in contact / negotiations with foreign Business Partners of their future Russian Employers or Alumni’s limitation to join foreign Companies with business in Russia.
- Also, no foreign Professors for “Business” / Finance disciplines are lecturing. That could lead to less Internationality and “Global Mindset” in the programmes, and again limiting the alumni in contact / negotiations with foreign Business Partners of their future Russian Employers or Alumni’s ability to work for foreign Companies in Russia.
- Soft Skills (*) are not obligatory taught. That could result in absolvents just being good “technical specialists” in their field but lacking Managerial skills for leading teams or lacking “negotiation” skills when dealing with external partners of their future employers.

(*) Such as People- / Organisation-Management & Leadership; Team Management; Conflict Management; Negotiation Skills; Personal Development

Main reviewers recommendations on the analysed programme

The following recommendations were suggested after the analysis of the programme.

- To pay attention to the content of the disciplines in terms of their compliance with the list of expected learning outcomes.
- To create and implement a programme of involving the young specialists to the teaching activity.
- To expand the possibility of students' participation in research work.
- To think out the possibility of implementing R&D together with the other Institutes of the University.
- To strengthen relations with employers in order to develop research tasks.
- To sign-up some more Guest Lecturers from "the Practice" (e.g. Companies, State Authorities) on Manager / Director Level to strengthen the practice related content and that could be a "quick & easy" fix. Also, as they are not permanent employed by the University, the BelGU has more flexibility to sign them up as per demand, demonstrated performance and "most relevant topics".
- To establish some "Business" / Finance disciplines in English language and making that obligatory. That will improve familiarity of absolvents in contact / negotiations with foreign business partners of their future Russian Employers or alumni's success in joining foreign Companies with business in Russia.
- To sign-up some foreign Guest Lecturers for "Business" / Finance disciplines to strengthen the Internationality aspect regarding background, "Global Mindset", Business Culture and to have a "fresh outsider's view". Again, that would improve abilities of alumni in contact / negotiations with foreign business partners of their future Russian Employers or graduates success in joining foreign companies in Russia.
- To have extensive literature and resources provided in English.
- To establish some obligatory courses or one combined module on Soft Skills (*) to strengthen graduates' managerial skills for leading teams and "negotiation" skills when dealing with external partners.

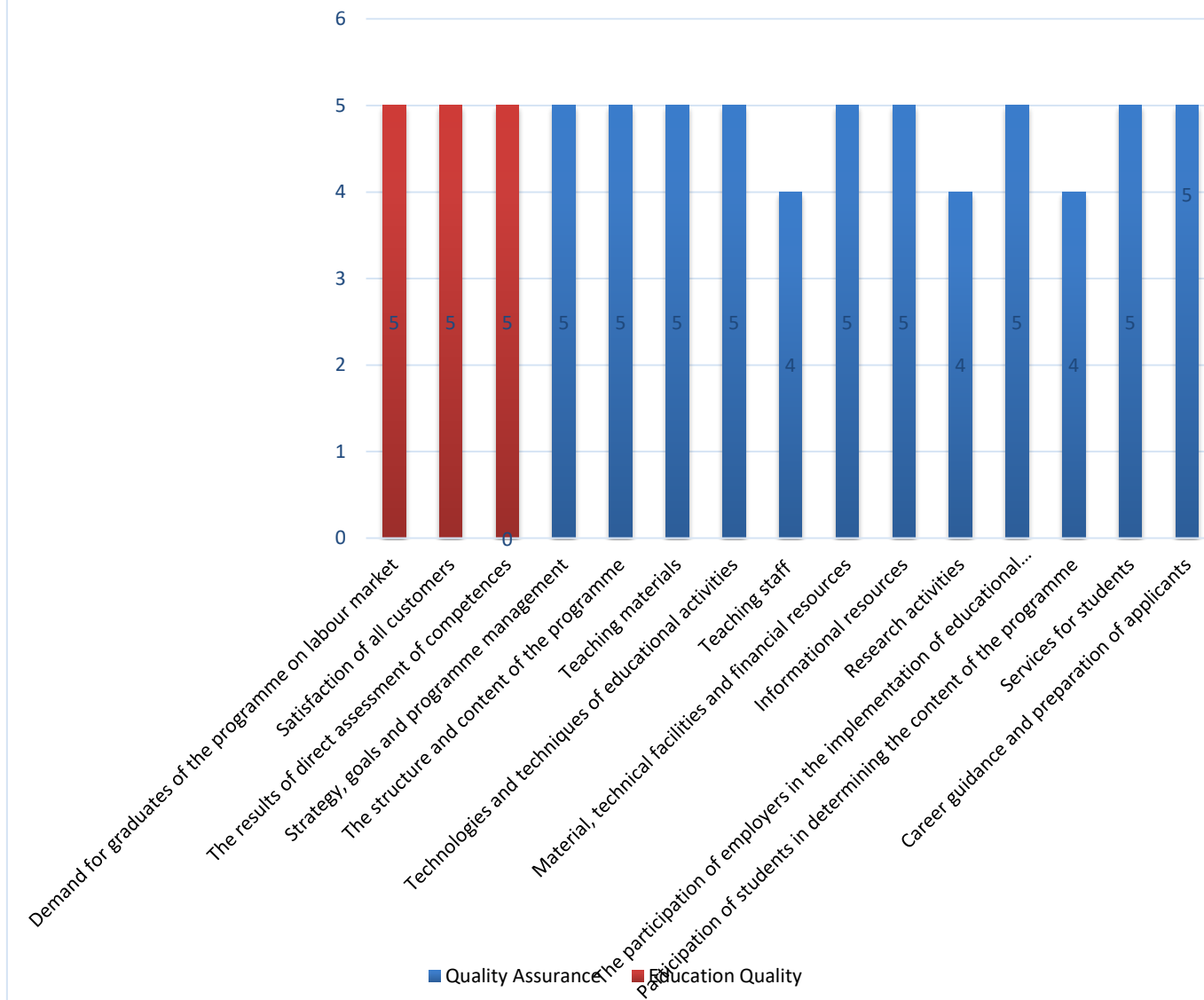
(*) Such as People- / Organisation-Management & Leadership; Team Management; Conflict Management; Negotiation Skills; Personal Development

Profile for assessment of learning outcomes and educational quality assurance

No	Criterion	Assessment	
<i>I</i>	<i>Quality of the learning outcomes</i>		
	1.	Demand for the programme graduates in the labour market	5
	2.	Satisfaction of all consumers	5
	3.	Results of direct competence evaluation	5
<i>II</i>	<i>Educational quality assurance:</i>		
	1.	Strategy, targets and programme management	5
	2.	Programme structure and contents	5
	3.	Teaching materials	5
	4.	Techniques and methods of the educational activities	5
	5.	Teaching staff	4

6.	Material and technical and financial resources	5
7.	Information resources	5
8.	Research and development	4
9.	Employers' participation in the implementation of the educational programme	5
10.	Students' participation in defining the programme contents	4
11.	Student services	5
12.	Career guidance and applicants' preparation	5

Profile for assessment of learning outcomes and educational quality assurance



QUALITY OF THE LEARNING OUTCOMES

1. Demand for the programme graduates in the federal and regional labour markets

Criterion assessment: excellent

The analysis of the role and place of the programme

The preparation of bachelors within the programme "Economics" is conducted since 2011. The programme is in line with the federal state educational standard of higher education (hereinafter - FSES of HE) within Module 38.03.01 "Economics" (bachelor's degree) №1327 of November 12, 2015. The graduates of this programme receive the bachelor degree.

Since 2011, education is provided in all forms - full-time, part-time and extra-mural education. The duration of study period above mention forms is the following: four, four and a half and five years respectively. Extra-mural education is carried out using distance education technologies.

While developing and implementing the programme the BelSU is guided by the following types of future professional activity of the graduates:

analytical, research (main),
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Implementation of the programme for undergraduates of the Institute is carried out with the identification of education profiles: "Finance and Credit", "Taxes and Taxation", "Accounting, Analysis and Audit", "World Economy", "Economics and Legal Regulation of Foreign Economic Activities", and "Economics of Enterprises and Organisations". The administering departments of the corresponding profiles are:

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Department of World Economy (founded in 2001, the implemented profiles are "World Economy" are "Economics and Legal Regulation of Foreign Economic Activity"),

Department of Economics and Production Processes Modeling (founded in 2014, the implemented profile is "Economics of Enterprises and Organisations").

The "Enterprise Economics" was created on the territory of the partner organisation JSC "Quadra" - "Southern Generation in June 2014. It was done on the initiative of the Department of Economics. The purpose of this specialized chair is the formation, consolidation and development of students' practical skills, as well as conducting training sessions and scientific activities.

The accredited programme has the following characteristics which can be considered promising for providing the region with qualified personnel:

- The classic academic approach of the educational activity supplemented by a modern approach to the introduction of educational profiles: "Finance and Credit", "Taxes and Taxation", "Accounting, Analysis and Audit", "World Economy", "Economics and Legal Regulation of Foreign Economic Activity", and "Economics of Enterprises and Organisations".
- The practice-oriented education which is realised both in the organisation of the educational process and in participation in the R&D. Studying technologies are correlated with the implementation of the research activity. Playing technologies (role, business, reflective-role, imitative, etc.) take an important place in the activity of professors. Thus, a business game (imitation of lawsuits, business negotiations on concluding a contract, drafting and presentation of investment projects, imitation of the UN model and its individual conferences, the game "international currency and commodity exchanges", etc.) is used in the educational process.

Information technologies that allow the modelling of economic processes are actively used in the educational process. Students work on skills in finding economic information and various databases through the use of relevant programs in the classroom.

- Interaction with employers on the basis of long-term contractual relationships (was created the document named the “Road map” and consists a list of actions with partners which should be done in the next years). For example, the World Economy Department signed the agreements with Belgorod region enterprises for organization of students’ internships. The main companies for students internships are LTD "BetonStroy", OJSC “MRSK Center” – “Belgorodenergo”, OJSC “Kolos”, LTD “Belgrankorm”, PLC “Tommoloko”, LTD “VetAgroimport”, JSC “BZMMK named after V.A. Sklyarenko”, LTD “ARGOS 2003”, LTD “Dormaster 31”, etc.
- International activity which is done in the form of different joint programs for both Russian and foreign students and teachers.
- Academic mobility which is implemented through the annual exchange of students.
- The common education space was formed in the Institute of Economics.
- A well-developed infrastructure of both BelSU in general and the Institute of Economics as its subdivision.

The programme has two main competitors:

- FSES of HE "Belgorod Technological University named after V.G. Shukhov" which prepares graduates of the bachelor's degree for enterprises and organisations of the construction complex and the construction industry within the programme "Economics of Enterprises and Organisations".
- ANCO of HE "Belgorod University of Cooperation, Economics and Law" which prepares graduates of the bachelor's degree in Economics.

It should be noted that during the on-site visit, the results of interviewing employers confirmed their interest in recruiting graduates from the accredited programme. The employers singled out the following advantages of the graduates: good general theoretical education and the professional competences.

The fact that in recent years (from 2012) the passing grade has not fallen below 235, and that the competition for budget places has not been lower than 20 shows the demand among the applicants for the programme "Economics" and their sufficiently high level of preparation.

At the end of 2016, 898 bachelors (in all forms) were studying in the Institute of Economics. The number of foreign students who studied last year was 28 people. These are mostly the representatives of China. Under the agreement on international cooperation with the National University of BelSU, they studied programme “Economics” for the last several years.

Alumni of programme “Economics” are in demand and almost all of them find employment (92% employed; 8% on maternity or in Army service). That “demand” is not just “quantity” (e.g. if demand would be higher than supply volume-wise) but also in “quality” meaning the employers really appreciate the quality of absolvents from this programme.

The analysis of the data provided by the university (conclusions)

The employment of the accredited programme graduates was 100% for; for 2015 - 98.8%; for 2016 - 98.6%. The reasons for the non-employment within the programme are the continuation of masters studies, maternity leave or service in the Armed Forces of the Russian Federation.

The Professional Career Centre was created at the National Research University BelSU with the aim of monitoring and assisting in employment.

The Institute of Economics cooperates with the business, state authorities and the local self-government. Nine “Road maps” were approved at the beginning of 2017 within the framework of cooperation with the main employers. Students have an opportunity to undergo

practices with further employment in the largest banks of the city, as well as in the leading enterprises.

In the senior years (3-4 year) the students, working within the specialty, have an opportunity to register an individual schedule for flexible attendance of classes. On average, the graduates of the programme get employed within 3 months after the graduation from the university.

The number of contracts funded by employers in 2014-2015 was 1.8% (18 contracts); in 2015-2016 - 2,1% (22 contracts); and in 2016-2017 - 2.3% (11 contracts).

The number of students who received invitations to work after internship is 0.23%.

67 positive reviews from organizations on the work of graduates were received in the past three years. These are letters of appreciation, diplomas, invitations to work, etc.

There has been no negative feedback or complaints on the education level of the graduates over the past 3 years. During constant contacts with employers at the workplace and at the university are discussed issues of the programme improvement. In general, the employers assess positively the graduates' competences, but also make suggestions and recommendations on various aspects of the education content, internship, etc. The same is noted in the reports of the State Attestation Commission chairmen.

The analysis of the graduates' employment of the programme revealed that the career preferences of the graduates has changed during the analysis period. Since 2014 there has been a tendency for a reduction in the number of graduates who want to have a profession in financial institutions; and an increase in the number of graduates wishing to work in the real sector of the economy and in the service sector. This is primarily due to the current situation in the economy, which led to the reduction in the number of banks, insurance companies and other financial institutions and, accordingly, job cuts, widespread automation of production and appearance of electronic customer services.

The senior year students (3-4 year) of the Institute of Economics working within their specialty have an opportunity to register an individual schedule for flexible attendance of classes. The number of students of the programme combining studies at the university with work within the specialty of the profile was 2.8% (38 people) in 2014-2015; in 2015-2016 - 3.2% (32 people); and in 2016-2017 - 4.5% (34 people).

The growing number of bachelor graduates willing to continue their studies and their wish to receive new knowledge and education in various fields of activity can be considered a positive aspect.

The average graduates' salary during their first year of work was 30,600 rubles a month. The average graduates' salary immediately after graduation from the programme was 25,055.80 rubles in 2016; in 2015 - 23,606.33 rubles; and in 2014 - 21950,24 rubles.

BelsU entered the TOP-20 of the Superjob (Russian leading HR company) rating of the best universities in Russia in terms of graduates' salaries working in the field of "finance and economics". The "Superjob for students" published a rating of Russian universities for 2016 based on the level of salaries of young specialists who graduated in 2010-2015 and are working primarily in the field of "finance and economics". The rating was compiled by the Superjob research centre on the basis of the comparison of an average income level of the graduates of Russian universities in 2010-2015.

The analysis of information indicators provided by the Institute of Economics has been confirmed by the reviewers during the on-site visit to the institution. Conclusions on the demand of the educational programme "Economics" from both the students and the employers of the region can be drawn based on this analysis.

The programme Economics has 5 Specializations and they fit together well under the Economics umbrella, having the right balance between Economics "general" and Economics "specialized fields". These 5 Specializations also make sense from the "Practice point of view" as Companies / Banks also structure their "CFO Division" into Departments such as Accounting, Finance Analysis, Audit, Treasury and Tax.

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

Criterion assessment: excellent

The analysis of the employers' survey results and interview with them during the on-site visit confirms the high level of the students' preparation and the formation of competencies declared. The main comments on certain aspects of the competences which were made by employers are mostly about inability to determine the interaction order with colleagues within the organisational structure of the enterprise, difficulties in understanding the sequence of actions for making decisions, etc. They can be eliminated during the process of the graduates' adaptation to labour collective.

Employers' underline that graduates possess rapid adaptation to the working conditions of a particular organization and professional motivation. This is facilitated by a high level of theoretical preparation, a well-developed speech, a "fresh look" at work, new ideas and technologies, and practical skills of work that the graduates possess after undergoing work and pre-graduation practices.

The evaluation results of the actual competencies of the programme graduates correspond to the competencies professional framework.

According to the conducted survey, the satisfaction of the programme graduates with the learning outcomes (sufficiency, relevance, completeness of the formed competences) is 100%. This indicator was fully confirmed during the interview with the graduates of the institution and the final year students. At the same time, it was noticed that the importance of good theoretical education in the first year of education increased. That becomes not only the basis for further profiling, but also provides professional mobility and/or successful career growth.

3. *Direct assessment of competencies by the reviewers*

Criterion assessment: excellent

A direct assessment of the graduate students' competencies was conducted during the on-site visit. Twenty 4th-year students studying within different profiles took part in the direct assessment.

The control and measuring materials prepared by the reviewers were used during the direct assessment of the graduates.

The reviewers selected the following competencies to analyse the competencies formation:

- the ability to use the basics of the economic knowledge in various activity fields (GC-3);
- the ability to communicate in oral and written forms in the Russian and foreign languages in order to solve problems of interpersonal and intercultural interaction (GC-4);
- the ability to build standard theoretical and econometric models based on the description of the economic processes and phenomena, as well as to analyse and interpret the obtained results in a meaningful way (PC-4);
- the ability to organize the activities of a small group established to implement a specific economic project (PC-9).

The reviewers used the following test materials for direct assessment of the competencies.

Task: form a brief (structured) response to the stated question, make a report and answer additional questions using a collective resource of a small group of 4-5 people within 15 minutes.

Questions for small groups:

1. What economic relations develop between the participants of an economic activity?
2. How does the development of economic relations affect the possibility of effective use of production factors?

3. What are the features of the economic interests of the owners of different ownership forms?

4. Monopoly as a condition for the increase of the competitiveness of an economic entity.

The main parameters for assessing the students' answers are: logic and consistency of the answer, the use of examples from practical activities, the ability to work in a small group, and the literacy of oral speech.

The reviewers identified a sufficient level of competencies at the personal, communication and professional levels based on the results of the direct assessment of the competencies:

Level	Sufficient level (80% of completed tasks)	Acceptable level (50-79 % of completed tasks)	Low level (49% of completed tasks or less)
Number of students			
The results of the direct competencies assessment of characterizing personal qualities which are an integral part of their professional competencies.			
87,5	+		
12,5		+	
The results of the direct competencies assessment aimed at the development, maintenance and improvement of communications.			
75,0	+		
15,0		+	
The results of the direct assessment of the professional competencies (the "competence core"), including competencies reflecting the need (requirements) of the regional and/or federal labour market, depending on the main consumers of the programme graduates.			
87,5	+		
12,5		+	

The reviewers studied 14 graduate qualification works (GQWs) of full-time graduates, which amounted to 7.3% of all graduate qualification works of the last year. The reviewers concluded that the considered graduate qualification works fully comply with all the requirements stated below:

GRADUATE QUALIFICATION WORKS

№	Assessed objects	Reviewer comments
1.	The topics of GQWs correspond to the field of study and the current development level of science, technology and (or) technologies within the programme field.	Fully compliant, includes such topics as: business processes in organizations, analysis of commercial organizations and banks finances, based on the activities of specific enterprises or financial and credit processes.
2.	The tasks and contents of the GQWs are aimed at confirming the graduates' competencies.	The competences that are formed during the writing of the GQW are assessed by the supervisor in the reference, the reviewer in the referee report and the attestation commission at the defence of the GQW. The student

		<p>determines the purpose of the research and the ways to achieve it in the introduction part of the GQW; in the conclusion part they summarise the results of the study; in the main chapters of the work they analyse scientific/professional problems and concepts in the context of the problem. The quality of these parts (correct definition of purpose, tasks, competent use of terminology, etc.) determines the competence formation. The quality of the GQW design, tables, illustrations, and so on are also evaluated.</p> <p>Thus, it is possible to evaluate all the stated competencies based on the GQW presented by a student:</p> <p>the ability to collect, analyse and process the data necessary to solve professional problems (GPC-2);</p> <p>the ability to select tools for processing economic data in accordance with the task, analyse the results of calculations and justify the findings (GPC-3);</p> <p>the ability to build standard theoretical and econometric models, analyse and interpret the obtained results in a meaningful way on the bases of the description of the economic processes and phenomena (PC-4);</p> <p>the ability to analyse and interpret financial, accounting and other information contained in the reports of enterprises of various ownership forms, organizations, departments, etc., and to use the received information for making decisions (PC-5);</p> <p>the ability to analyse and interpret the data of domestic and foreign statistics on the socio-economic processes and phenomena, and to identify trends in the socio-economic indicators (PC-6);</p> <p>the ability to collect the necessary data, analyse them and prepare an information review and/or analytical report using domestic and foreign information sources (PC-7);</p> <p>the ability to use modern technical means and information technologies to solve analytical and research problems (PC-8);</p> <p>the ability to use modern technical means and information technologies to fulfil communicative tasks (PC-10).</p>
3.	The degree of use of the GQWs materials collected or received during the undergoing of pre-diploma practices and execution of course	The materials obtained during internships are used for preparation of the GQWs. This is due to the system approach in the formation of the practice programme. First, it includes the

	projects in the performance of independent research.	fulfilment of obligatory thematic tasks by each student which theoretically justify the topic of a GQW, practically study the features of a specific organization and perform the analysis of the financial and economic activities of this organization. Second, each student receives an individual assignment which is formulated according to the topic of their GQW.
4.	The topics of the GQWs are determined by the requests of the production organizations and the tasks of experimental activities which are solved by the teaching staff of the educational institution.	58% of GQWs were fulfilled at the request of enterprises, organizations, and institutions. About 13% of the GQWs are carried out by students within the topics identified by the applications of small and medium-sized businesses. It should be noted that the absolute majority of the GQWs are performed on the basis of close interaction of the educational institution and the heads of the enterprises on the bases of which the works are performed.
5.	The results of the GQWs are practically applied in the real companies.	58% of GQWs were fulfilled at the request of organisations and institutions. About 13% of GQWs are performed by the students within the topics identified by the applications of small and medium-sized businesses. All these works found their practical implementation
6.	The degree of use of the R&D results of the department, faculty and third-party scientific-production and/or scientific-research organizations for the independent research parts of the GQWs.	Maximum aspiration to use the results of the R&D. The number of the research results within the specialty profile that have found practical application in the real (or financial) sector of the economy and were confirmed through the implementation at enterprises within the specialty profile and/or by successfully commercialized research results of the students, including the creation of their own businesses, (over the past three years) = 32%.

Reviewer conclusions and recommendations

Conclusions

The following conclusions can be drawn based on the information analysis on the indicators described above:

- the degree of the demand for the programme graduates on the labour market is high;
- the consumers' satisfaction is at a high level (100% of students and graduates, about 90% of the employers' representatives);
- the results of the direct assessment of personal, communication and professional competences - 66.7%.

Recommendations

Taking into account the employers requirements to think over the organization of trainings and classes in a game form, to develop the skills of professional socialization and to

reduce psychological stress in the period of work adaptation both during the practices and at the beginning of work activities. This will help to improve the quality of education

There is an obvious need to combine the efforts of the educational institution and the employers' representatives in order to develop a guidebook on practices and adaptation at work for the students.

The formation of the skills and abilities to apply the technologies for making decisions is an important task. The development of self-management can be used during the study period.

The employers expressed a need to allocate a special discipline (at the students' choice), which will provide the understanding of the peculiarities and strategies of Belgorod urban development.

Additional materials

The educational institution presented the data on the students survey results that were checked by the reviewers during the on-site visit. The data submitted by the institution was confirmed by the reviewer as a result of the on-site visit.

EDUCATION QUALITY ASSURANCE

1. Strategy, aims and management of the programme

Criterion assessment: excellent

The programme development strategy is based on the Competitiveness Enhancement Programme of the Belgorod State National Research University among the world's leading research and educational centres for 2013-17 and for the future up to 2020. It is approved by the regional authorities. Also the programme development strategy takes into consideration cooperation agreements with the leading representatives of the region's employers; and the corresponding FSES of HE.

Strengths of the programme

- the integral system of internal quality monitoring of the educational processes which complies with the FSES standards has been built at the National University of BelSU as a whole and the Institute of Economics as its subdivision;
- the competence graduate model is based on a result of the interconnection between academic knowledge and practical skills. Its main purpose is the qualitative preparation of future specialists;
- starting from the third year of study the students have an opportunity for in-depth specialization;
- the technologies and methods used in the educational process contribute to a more complete disclosure of the content of the education courses and the formation of the expected competencies;
- the staff is involved in the educational process, their qualification allows them to implement the educational process using the approved technologies and methods of the educational activity.
- Close relationships with employers, which results in their involvement in education process and organization of internships for students;
- the University and the Institute as its subdivision have a material and technical base that supports all types of disciplinary and interdisciplinary trainings and laboratory, practical and research work of students, which is outlined by the curriculum, as well as relevant sanitary and fire regulations and norms.

Recommendations

- Strengthen the Level of Relation to Practice by signing-up some more Guest Lecturers from “the Practice”
- Strengthen Internationality by establishing some obligatory “Business” / Finance Modules in English language and by signing-up some foreign Guest Lecturers for “Business” / Finance Modules

2. Structure and contents of the programme

Criterion assessment: excellent

The structure of the programme prepares the graduates of the educational programme for carrying out professional activities in the various regions of the country.

Strengths of the programme

1. The programme of graduates' preparation for the professional activities is recognised on the regional labour market, in the last three years 67 positive reviews on the graduates' work and work invitations have been received from the organisations (98.6% of employment);
2. The structure of the programme includes 75 disciplines (36 of which are the disciplines at the students' choice) which provide the students with individual learning paths. The programme structure and contents fully correspond to the students' expectations;

3. The educational programme has been recognised on the regional labour market for the following reasons:
 - in the last three years 67 positive reviews on the graduates' work and work invitations have been received from the organisations (98.6% of employment);
 - 58% of GQWs were fulfilled at the request of organisations and institutions; and about 13% of GQWs are performed by the students within the topics identified by the applications of small and medium-sized businesses.
 - the number of educational disciplines (courses) developed with the participation of the employers is 27%.

Recommendations

It is necessary to continue the improvement of the programme in accordance with the dynamics of the changing regional labour market requirements. Update the programme with the disciplines which help to form and develop specialized professional competences demanded by the labour market. In particular, this concerns the raising awareness of the peculiarities and strategic development of Belgorod city economy.

Additional materials

The reviewers held meetings with the students of the assessed programme during the on-site visit. One of the discussed issues was the relevance of the structure and contents to the expectations of the direct programme consumers - the students. Based on the results of these meetings, the reviewer concluded that the programme structure is rational and logical, mostly corresponds with the expectations of the students.

3. Teaching materials

Criterion assessment: excellent

The presented teaching materials comply with the requirements of the RF Ministry of Education and Science and the RF Federal Service for Supervision in Education and Science, and the normative acts of BelSU and completely reflect the programme structure and contents.

The teaching materials used in the educational process are consistently and logically structured; include control questions and tasks, including test materials, as well as additional literature for written works, and other necessary methodological elements.

Strengths of the programme

1. 74% of the teaching materials agreed upon with the key social partners representing the labour market.
2. 100% of the teaching materials have an external review, and are approved by the external partners.
3. The content of testing and exam questions:
 - developed on the basis of real practical situations - 60%;
 - submitted by employers - 10%;
 - developed only on the basis of theoretical material - 30%;
4. The educational process is fully provided with the study materials for the disciplines (modules) and all types of practices.
5. The topics of course works (projects) are formed based on the requirements of the labour market and the employers' requests, therefore they correspond to the profile of the main professional educational programme by 90%.

Recommendations

Add to the study programme of disciplines a large amount of illustrative and methodological material in order to combine the students' classroom and self-study work, which is especially important for the extra-mural form of education. In order to achieve this, use the results of the students' practices which can be transformed into methodological materials through the implementation of the relevant assignments in the students' additional scientific classes.

Additional materials

The reviewers studied the teaching materials developed in the educational institution during the on-site visit.

The reviewers concluded that the quality of the submitted documents is high.

During the on-site visit, the reviewers analysed the measurement and control materials used by the educational institution for the ongoing monitoring of the academic performance. This allowed the reviewers to make a conclusion about their compliance with the goals and objectives of the educational programme.

According to the survey results submitted by the educational institution, which were confirmed during the on-site visit, about 40% of the students believe that their opinion is taken into account in the development and updating of the teaching materials. Thus, the reviewers recommends that students would be informed more broadly about their ability to participate in the improvement of the teaching materials, as well as in communicating the results of this work to the students.

4. Techniques and methods of educational activities

Criterion assessment: excellent

Strengths of the programme

1. For each discipline has been developed an electronic educational and methodological complex, which is a set of educational materials that contribute to the effective learning of an discipline as a part of the basic educational program.
2. Interactive forms of classes have been developed, especially for the disciplines of the professional cycle; the share of trainings per a discipline: "Business activities of an enterprise (organisation)" - 30%, "The firm's economy" - 20%, "Basics of Entrepreneurship"- 30%, "Innovation Management" - 40%, and "Risk Management" - 35%.
3. Twelve master classes have been conducted by the representatives of the employers (and/or other participants of the professional community) in the current academic year;
4. A "new" e-learning system "Pegasus" (ELS "Pegasus") is used for the organisation of the educational process, the final testing and the implementation of the rating system for the assessment of the students' knowledge; <http://pegas.bsu.edu.ru>.
5. "Pegasus" implements the functions of learning management systems (LMS) and allows the students to study the educational programme through the full or combined use of e-learning and distance learning technologies. The number of implemented education courses using platforms and e-learning tools in the form of the e-learning system "Pegasus" is 100%.
6. All the students of the Institute of Economics are automatically registered in the "Pegasus" system and receive corporate mail addresses linked to the accounts in the LMS; this allows them to send messages, be tested, receive educational information supporting the educational disciplines, etc.

Recommendations

In terms of further development it is recommended:

1. Broaden the use of the "Pegasus" system. For instance, not only download the material to the system, but also use it for organization of master-classes with foreign professors, for conducting on-line discussions among the students.
2. To add different form of classes, for example, lectures of two professors simultaneously, lectures with previously planned mistakes.

Additional information

A lot of attention is paid to the practice-oriented forms of classes, especially taking into account professional socialisation and adaptation. For example, the master class "Education - Career - Success" with the representatives of the regional and municipal authorities and

businesses with V. Merzlikin, deputy head of the administration of Belgorod; S.N. Grishutina, deputy head of the department for investment and business support of the economic development and investment management of the Belgorod administration; S.S. Nekipelov, first deputy head of the department for housing and communal services of the Belgorod region, head of housing management; A.A. Izvarin, vice-rector of the BelSU; A.A. Kiselev, director of the Belgorod regional branch of Rosselkhozbank; E.I. Karaichentseva, head of the department for operation of the housing stock and improvement of energy efficiency of the housing and utilities sector of the housing and communal services department of the Belgorod region.

Additional material

During the on-site visit, the reviewers visited the lesson, and its analysis is presented below:

Full name of the professor: Oksana Vladimirova

Group / profile: Students of the Economics programme

1. Discipline / module: World Economy

2. Type of the educational lesson:

lecture

3. Theme: Belgorod Region’s Economics and International Markets – Import and Export

4. Purpose:

5. Learning objectives:

6. Material and technical resources: PowerPoint Slides / Presentation + Hard Copy Hand-outs

7. Specify:

THE EVALUATION OF THE PROFESSOR

No	Analysis criteria	Index	Mark (0,1,2)
1.	Compliance with employment regulations	A timely beginning and ending of the lesson, time-balanced sections.	2
2.	Organisational process	Greeting. Communication of the topic, objective (the connection of the objectives to the evolving competences).	2
3.	Motivation of students for the upcoming activities	Indication on formation of the urgent professional and / or social and personal competencies.	2
4.	Classroom climate	The presence of a positive emotional interaction between professor and students; mutual goodwill and audience participation.	2
5.	The quality of presentment	Structured material; clarity of current tasks; consistency and availability of presentation; adaptation of the presentation to the specific of the audience; the examples of relevant facts.	2
6.	Compliance with the content of the course programme	To compare with the teaching materials.	2
7.	The use of visual materials	Course book, tutorial, hand-outs, tables, figures, etc.	2
8.	Declamatory skills	Audibility, intelligibility, euphony, literacy, speech tempo; facial expressions, gestures, pantomime; emotional intensity of the	2

		performance.	
9.	Sensitivity to the audience	The ability to react to the changes in the perception of the audience.	2
10.	Correctness in relation to students		2
11.	Methods of attention organisation and student behaviour regulation	Increased interest among the audience (interesting examples, humour, rhetorical devices, etc.); involvement of the audience into a dialogue, in the process of performing tasks, etc. But it is unaccepted: to call upon the attention of the audience in an open form; to demonstrate disapproval; to use the methods of psychological pressure, or blackmailing.	2
12.	Maintaining the “feedback” with the audience in the course of educational process	Control of learning outcomes.	2
13.	Summing up lesson (organisation of reflection)	Organisation of the reflection process at the end of which all the students are actively involved in the discussion of the conclusions	2
14.	Image	Compliance with the corporate identity, presentable, charisma.	2
15.	Final evaluation		2
16.	Notes and reviewer recommendations: Very good overall impression on the professor. Recommendation: ask the students to present slides more in bullet-point format, not just text in long sentences and not just to “read” these sentences from their slides but take the bullet points as input to speak / explain these points “freely”.		

5. *Teaching staff*

Criterion assessment: good

Strengths of the programme

1. Permanent teaching staff and its stability;
2. The high level of the teaching and research qualifications with publication in the Scopus and Web of Science journals, 83,92% of the teaching staff possess Ph.D. or Doctoral Degree according to the profile of the programme;
3. The involvement of the programme’s teaching staff in practical activities:
 - 32% of the teaching staff combine their work in the university with the professional work within the programme profile;
 - 68% of the teaching staff of the main disciplines have experience of working within the profile of the implemented discipline;
 - 4,6% of the teaching staff have a certificate “1C: Professional” and “Glavbukh”;
4. The involvement of the teaching staff in the R&D (100%), teaching-methodological and publishing activities (100%).

Recommendations

Based on the analysis results of the presented data, the reviewers concluded that the personnel policy of the programme management is successful, but recommended that the recruitment of the young teaching staff should be developed and implemented through the

creation of possible young teachers data base and their preparation for the teaching of the disciplines that have the most perspective to become elite. This will ensure successful development of the educational activities within the programme.

About 50% of the faculty have practical experience, at least at the management level - mainly in the field of accounting, but not in other spheres, which can lead to insufficient practical knowledge, despite the fact that students are passing internships. It is recommended that representatives of employers who occupy executive positions would be invited to conduct lectures or master classes to enhance and improve practical skills.

Currently there are no foreign lecturers. This can lead to a decrease in internationalism and "global thinking" in programs, and again can lead to a lack of knowledge among students which are needed to interact with foreign partners and employment opportunities in foreign companies.

It can be recommended to make wider system of transferring the accumulated experience not only to the current teaching staff through professional development, but also within the preparation system of the potential prospective young teaching staff.

6. Material, technical facilities and financial resources

Criterion assessment: excellent

The University has a material and technical base that provides all types of disciplinary and interdisciplinary training, laboratory, practical and research work for the students, which is stated in the curriculum and corresponds to the current sanitary and fire regulations and standards. The University has specialized facilities that are classrooms for lecture-type classes, seminars, course design, group and individual consultations, ongoing monitoring and interim assessment, as well as premises for self-study and facilities for storage and protective maintenance of the education equipment. The special rooms are equipped with the specialized furniture and technical training tools aimed at presenting information to a large audience.

The places for internships are equipped with modern tools and instruments for the formation of professional competencies. This is confirmed by a list of the places for internships, including institutions, enterprises and employers' organisations.

Strengths of the programme

1. The professors of the Institute of Economics as a whole are satisfied with the quality of the classrooms, laboratories, departments premises, collections of study resources and the reading room of the library.
2. 91,6% of the students are satisfied with the quality of the classrooms, laboratories, departments premises, collections of study resources and the reading room of the library.
3. The educational institution provides access to education for people with disabilities through unhindered access to the educational premises, dining rooms, restrooms and other premises of the university.
4. 100% of the students have access to the collections of educational and methodological documentation and publications on the main subjects through:
 - an original database;
 - electronic library systems formed on the bases of direct contracts with the copyright holders.
5. Transparent processes of budgeting required for the implementation of the programme, monitoring of its implementation, effective use of the allocated resources during the implementation of the programme and the development and improvement plan for the programme educational and material resources in order to maintain and improve the education quality.
6. A high degree of informational transparency of the university.

Additional materials

During the on-site visit, the reviewers interviewed the students and teaching staff who participate in the programme implementation on the satisfaction with the quality of the classes. The received data confirm the information presented in the self-evaluation report.

The reviewer team examined the material and technical base during the on-site visit to the educational institution. The data presented in the self-evaluation report was confirmed and allow for a conclusion that the material and technical base is developed to the full extent for effective conduct of classes, organisation of practices and out-of-class activities.

7. *Information resources of the programme*

Criterion assessment: excellent

Strengths of the programme

1. The electronic catalogue of the BelSU Scientific Library contains all the information about the collections. The students can work with the electronic catalogue base and the bases of abstracts and teaching staff' works of BelSU, and the database of the conferences to make their information search more convenient.
2. The students and the teaching staff have access (remote access) to the modern databases and information reference systems which are listed in the curricula of the academic disciplines:
 - subscription publications within the profile (printed magazines and newspapers);
 - the university's electronic education and information resources: the e-learning "Pegasus" system, the electronic library of the BelSU, and the electronic archive of the BelSU;
 - network resources: virtual workrooms for the teaching staff and the administrative staff; virtual working accounts for the teaching staff and the administrative staff are created in "Pegasus" system and automation systems "InfoBelSU: Education Process";
3. Access to all the educational electronic resources, to which BelSU has a subscription, is open from any computer which has access to the Internet under an individual login and password. All the students of the programme receive it;
4. Each student has a Personal Account in the "Pegasus" system, through which he/she gains access to the education materials on the studied disciplines, a system for assessing student knowledge, and news. The students are also provided with the opportunity to participate in the forum discussions via this system. The schedule of classes is available on the university website.
5. Information and communication technologies (ICT) are used in the management processes, planning of activities, the process of ensuring electronic document circulation, and the system for orders' control; for maintaining students' databases and forming their e-Portfolios, maintaining the teaching staff' database and forming their e-Portfolios, planning the schedule of classes, formation of the curricula and disciplines programs, planning and managing for the workload of the teaching staff, and organisation of the feedback with the students, graduates and the employers in order to collect information on the teaching quality, and to provide information about the programmes/services implemented by the department.
6. A high degree of information transparency of the University.

8. *Research activity*

Criterion assessment: good

One of the priorities for the development of the BelGU is to improve the quality of the study process through the integration of science and education. The use of the scientific research results in the educational activities is of great importance. The professors and heads of the

departments conduct independent research relating to various problems in the field of economics, carrying out dissertational research in order to obtain academic degrees of Ph.D. and Doctor of Economics.

Strengths of the programme

1. The Institute has accumulated sufficient experience in introducing the results of scientific research into the education process. The share of the research results use in the education process and in the management of education activities is 100%.
2. One of the research components of the Institute of Economics is reflected in the education process as part of the study of the topic "Development of a risk management mechanism in the management of small innovative enterprises" during the design of lecture courses on the disciplines for the students "Applied Analysis of Business Activities of Organizations" and "Strategic Management".
3. The students and postgraduates take an active part in various scientific events conducted by the scientists of the Institute of Economics:
 - V International competition of scientific works among students, Master's degree students and postgraduates "Actual problems of economics, financial and credit systems development";
 - Round table discussion "Modern trends in the development of economic science";
 - Inter-departmental Olympiad in the discipline "Economics";
 - Round table discussion with the students on the topic "Finance and Ecology";
 - Intellectual and entertaining game "Tax erudite";
 - Intellectual game "What? Where? When? in the history of the Institute of Economics", etc.
4. The share of research results within the programme which found practical application in the real (or financial) sector of the economy and were confirmed by implementation acts at enterprises and/or successfully commercialized research results of the students, including the creation of their own businesses (for the last three years) is 35%.
5. Scientific activity of teaching staff: 430 scientific publications in the leading Russian and foreign journals; 8 lecturers of the department delivered plenary reports at various conferences (according to the report on research activity of 2016).
6. 40% of the students of the assessed programme take part in the work of additional scientific classes.
7. The share of students who took part in the conferences (conducted by the educational institution itself/regional/international) within the programme profile is 65%.
8. There are no contracts for 2015-2016, however the results of individual scientific researches of some professors were introduced into the organisations activity, which was confirmed by implementation acts (documents which confirm the fact of implementation).
9. The number of programme students receiving additional scholarships: 22 students receive personal scholarships named after A.V. Skoch ("Pokolenie" (Generation) Foundation).
10. The number of students within the programme, who received scientific grants (Russian, foreign, in % over the past three years) is 17%.

Recommendations

1. It is recommended that the students are more widely involved in the research and update issues identified within the scientific profile (through internships, course papers and GQWs).
2. It is recommended to think over and implement a system for informing the students of both future research projects (to attract participation) and the results of the R&D, including the themes and the ways of using in the education process.

Additional materials

The Institute of Economics has 5 additional scientific student classes which meet on a regular basis: the Council of Young Scientists and the Student Scientific Society of BelSU, the Scientific Club "Economist", the School of the Young Researcher, the School of the Young Innovator; Scientific research laboratory of international trade and new economic geography; and Student's design bureau "Economy of the region".

The purpose of these classes is the development of student scientific activity through:

- providing assistance to the students doing scientific research;
- strengthening the fundamental bases of economic sciences among the students;
- development of applied areas of economic sciences and mechanisms through the scientific work of students in selected areas, etc.

Based on the activity results in additional scientific classes, the students take an active part in various scientific events conducted by the scientists of the Institute of Economics, for example, in the master class "Perspective directions of scientific and technological development of the Russian economy"; V International competition of scientific works of students and postgraduates "Actual problems of economic, financial and credit systems development "; Round table "Modern Trends in the Development of Economic Science"; inter-department Olympiad on the discipline "Economics"; Intellectual and entertaining game "Tax erudite"; Competition of scientific works of students and postgraduates students "Actual issues of monetary relations in the current conditions of financial turbulence"; Round table "Institute of Economics in 20 years: the future of economic professions"; Roundtable "Institute of Economics in my biography"; the competition of scientific student works "Financial support of investment and innovation activities of regional companies"; Round table "Modern Economist", etc.

In addition, the Institute has a research laboratory under the leadership of Svetlana N. Rastvortseva, Doctor of Economic Sciences, "Fundamental and applied research in the economics".

9. Participation of the employers in the implementation of the programme

Criterion assessment: excellent

The motivation for the employers to participate in the programme is the fact that students and the teaching staff can solve specific practical problems through preparation of course papers and GQWs.

The employers take part in supervisory and academic councils; and together with the administration and the teaching staff actively participate in determining the goals and strategies for the development of the programme.

The students have an opportunity to attend "Career Days" held at the Institute, meet and consult the employers on future employment, undergo practices with further employment in the largest banks of the city, as well as in the leading enterprises: PJSC "Sberbank", PJSC "VTB24", PJSC "VTB Bank", Uralsib Bank, Miratorg Agribusiness Holding, PJSC "KapitalAgro", JSC "Kolos", JSC "Belgorod Milk Plant", JSC "ZhBK-1 Plant" and others. By the graduation from the university all the graduates have employment agreements.

Strengths of the programme

1. The developed system of interaction with the employers:
 - the representatives of the employers are included in educational and methodological commissions;
 - the employers participate in the work of the Council and the Board of Trustees of the educational programme;
 - the representatives of the employers are a part of the state examination boards;

- the representatives of the employers take part in the evaluation of the programme in terms of its compliance with the professional standards and the requirements of the modern labour market;
 - the representatives of the employers participate in the formation of practice-oriented disciplines, internships and research work;
 - the employers take part in the formulation of the topics for research, course works, and students' graduate qualification works, as well as in the evaluation of these topics for their compliance with the labour market requirements;
2. The Institute's administration and the employers each year develop a plan of joint activities;
 3. The employers noted that the graduates have formed the necessary professional competencies;
 4. The employers provide financial resources (in a form of material assistance for the opening of equipped classes in the Institute of Economics).

This information was confirmed during the reviewers' meeting with the representatives of the employers.

This allows for a conclusion on the effectiveness of employers' participation in the management of the "Economics" programme.

Recommendations

1. Connect the plans of employers-Institute of Economics joint activities to the period of studying within the programme. This will interest both sides.
2. Involve employers in formation of the students competencies matrix. Joint formulation of the competencies and disciplines that can form them will allow taking into account the labour market requirements.

10. Participation of the students in determining the programme contents

Criterion assessment: good

Students' participation in the programme management is carried out through the Students club. Information received from the students and graduates of the Institute of Economics confirms the possibility for the students to make proposals for programme improvements and organisation of the educational process. The survey also confirms this information, as most of questioned students (80%) answered that they can influence the decision-making on the organisation and management of the educational process. The surveys are quite popular in the Institute and are conducted on the basis of the results of all types of classes and activities of the programme. The students of the Institute of Economics positively assess the quality of the education.

However, not all students understand the importance of the research and development for the improvement the education quality; this was indicated by 38% of respondents.

There are documented procedures to obtain information from the students in the Institute of Economics. The process of considering the students' complaints, etc. is carried through written applications and their transfer to the curator or the student representatives, or directly to the electronic office of the rector.

Strengths of the programme

1. The systemic student self-government.
2. The regularity of surveys on the students' opinions about the quality of the educational process and extracurricular activities organization.

Recommendations

1. Develop a system of student involvement in the matters of of the teaching materials. It can especially interest the students of the senior courses after the internships.

2. Develop an incentives system of the departments involved in teaching the disciplines of the programme and the Institute for the students' participation in determining the content of the programme and the organization of the educational process.
3. Specify analytical approaches (conduct surveys on specific aspects) used in the study of the students' opinions on individual aspects of the learning process. That can increase the effectiveness of the feedback.
4. Organise systematic registration of proposals made by the students.
5. Analyse the results of the students' surveys on the teaching quality of the academic disciplines, preparation of course works, and undergoing of the internships. Organise this activity with the involvement of the students.

11. Student services

Criterion assessment: excellent

The educational institution possesses of all the necessary student services for the implementation of the programme, which include: a library with a reading room and a subscription; a dining room and a vending buffet; a sports stadium; a first-aid post for the students; a stationery stall where the students can buy books necessary for the studies, CDs, flash drives, etc.

The concept of the educational activities of the Institute of Economics as a structural unit of BelSU is based on a number of normative and legal acts: international, federal, regional and university levels.

The Institute of Economics has a plan of cultural and educational activities for an academic year.

The sports complex of BelSU named after S. Khorkina has all the conditions for carrying out physical educational classes with students of all university faculties. The sports complex can take up to 120 training groups a day, as well as conduct training and sports competitions of various levels.

Strengths of the programme

1. The services of material support for the students operating at the level of programme implementation are well developed: trips to sport camps, various bonuses and financial support, special price for transport, providing student meals at discount prices, payment for sanatorium treatment, targeted payments to the students with disabilities and low-income students.
2. Students have the opportunity to attend additional courses, which are presented on the official website of the University. 5% of the BelGU students studying in the programme attend various additional courses and programmes.
3. There are 15 art performance groups for the students.
4. The Psychology Support Center for students, teachers, employees of the university operates in the BelGU. The center was established at the BelGU on the basis of the Psychology Department of the Pedagogical Institute.
5. The Professional Career Center was established at the BelGU under the supervision of marketing management of educational services.
6. The student has the opportunity to pay for education in installments.
7. Possibility for student (in case of educational achievements) to continue education by state funding in accordance with the Regulation "On the order and conditions of the students' transition at the BelGU from the paid to budgetary education" of December 22, 2014, the Protocol USU No. 6.
8. The academic building has wireless Internet access (Wi-Fi).
9. There is a well-equipped library with a sufficient variety of literature.

10. There are dining rooms and a buffet with acceptable prices.
11. The University has an electronic service where the student has the opportunity to order variety of documents needed for educational process.

Recommendations:

Based on the analysis of the provided evidence data, reviewers conclude that the organization of student services is consistent and of a high level and recommends to pay more attention to:

1. The need to solve the issue of providing students with the opportunity to obtain an educational loan from a partner bank of the educational institution. Moreover, as a matter of fact the educational institution has developed partnership relations with the Branch №8592 of “Sberbank”.
2. Consider the possibility of employing students at the Institute or in other departments of the BelGU, which may be the basis for obtaining a discount for educational payment.

Additional material

During the on-site visit the reviewers were provided with the documents confirming the attendance of additional courses and programmes by the students. During the interview, the students positively described the possibility of gaining knowledge and skills in additional courses, in particular, course of the 1-C programme, a foreign language, etc.

12. Career guidance and preparation of applicants

Criterion assessment: excellent

Annually, in order to attract applicants for studying at the university, a wide advertising campaign is organized and performed from September to July. Various forms and formats of interaction with potential applicants are implemented within during this period.

Statistics on the number of conducted career guidance activities (for the previous year) were not presented, but the results of interviewing programme managers confirm the diversity and consistency of the performed activities (for example, open days, visits to schools, colleges and other educational institutions, interviewing parents and students, etc).

The BelGU traditionally pays a lot of attention to the development of the school academic competition system, preparation and organisation of the most gifted and trained schoolchildren’s participation in the competitions at various levels.

Strengths of the programme

1. Preparation courses are carried out by the Institute for those who want to enter the university. It is focused on material needed to pass the Unified State Exam (which is the obligatory state requirement for admission to the Institute of Economy).
2. University provides flexible services of payment (possibility of payment in different ways and timelines).
3. The Institute of Economics provides to the students of the preparation courses access to digital resources (textbooks and through e-learning system) of the Research Library, access to which is available from any University computer connected to the local network and distant access outside the university for the users with intranet account ([Instructions on setting up a distant access to digital resources of the Strakhov Scientific Library](#)).

Recommendations

1. Develop the system of continuous education "School-University"; "School - College - University" in the field of study, taking into account the possibility to make the programme more specialized.
2. To carry out professional orientation tests among students and to take into account the results while constructing their individual learning plans.

CV OF REVIEWERS

Reviewer's full name: Tatiana E. Berezkina

Place of work, position	MSLA named after O.E. Kutafin
Degree, academic title	Ph.D. in Economics, associate professor
Ranks, titles	Honoured Worker of Higher Education of the Russian Federation, long-service employee of MSLA
Education	Higher
Professional achievements	
Sphere of scientific interests	Teaching of economic and managerial disciplines in secondary educational institutions
Practical experience within the assessed programme	Associate Professor of the Department of Philosophical and Socio-Economic Disciplines of MSLA named after O.E. Kutafin since 1995 (more than 20 curricula for undergraduate, graduate and master's programmes), methodologist of the professional development system for scientific and pedagogical workers since 2005.

Reviewer's full name: Yuriy N. Sanberg

Place of work, position	<p>Organisation: "Business Russia".</p> <p>Position: reviewer of the Open Government, reviewer of the Committee on the Classifier of Tax Documents (CTD) "Business Russia"</p> <p>Duties (briefly): assessment of regulatory impact, examination of regulatory legal acts, formation of proposals for the federal executive bodies in the context of CTD reforming, preparation of materials for the Annual Report of the Commissioner for the Protection of the Entrepreneurs' Rights under the President of the Russian Federation, preparation of proposals for the development of professional education for the All-Russia People's Front industry committee, participation in seminars and conferences.</p>
Degree, academic title	Doctor of Philosophy (Ph.D.) – Business administration
Ranks, titles	Master of business administration
Education	Higher
Professional achievements	
Sphere of scientific interests	
Practical experience within the assessed programme	

Full name of the reviewer: **Dr. Olaf Neitzsch**

Place of work, position	Since 2012: Dr. Olaf Neitzsch Consulting – General Director Consulting with special focus on: Business Strategy; Banking; Automotive Finance; Market Entry and Start-up into Emerging Markets; Company- & Bank-Establishment; Business Development; Restructuring; Risk Management; Compliance; Statutory Banking Regulation; HR, Management Team formation & Executive Search. Guest Lecturer on “Automotive Finance” at a University in Germany
Academic degree, academic title	Doctor degree in Economics Diploma in Business Administration
Additional titles, degrees	
Education	Doctor degree in Economics Diploma in Business Administration
Professional achievements	1991 – 2012: Executive in Automotive Banking (Ford Motor Company; Toyota Motor Corporation; Renault – Nissan Group) working in several countries including 10 years in Russian Federation. Established several banks and finance companies, achieved “National Bank of Poland” and “Central Bank of Russia” Banking Licenses and leading these new established Banks as President & CEO.
Research interests	Banking & Financial Services; Global Automotive Industry; Economics; Global Economy; Emerging Markets; BRIC Countries; Bank- & Company- Establishment; Business Development; Risk Management; Leadership
Practical experience in the direction of the programme subject to assessment	Since 2012: General Director of “Dr. Olaf Neitzsch Consulting” with special focus on: Business Strategy; Banking; Automotive Finance; Market Entry and Start-up into Emerging Markets; Company- & Bank-Establishment; Business Development; Restructuring; Risk Management; Compliance; Statutory Banking Regulation; as well as HR, Management Team formation & Executive Search. 1991 – 2012: Executive in Automotive Banking (Ford Motor Company; Toyota Motor Corporation; Renault – Nissan Group) in several countries including 10 years in Russian Federation. Established several banks and finance companies, achieved “National Bank of Poland” and “Central Bank of Russia” Banking Licenses and leading these new Banks as President & CEO.

Reviewer's full name: Rakitina Sofia

Place of work, position	Master student, direction “Economics”, REA n.a. Plekhanov
Degree, academic title	Doctor of Philosophy (Ph.D.) – Business administration
Ranks, titles	
Education	Higher
Professional achievements	

Sphere of scientific interests	
Practical experience within the assessed programme	