

AKKORK

Agency for Quality Assurance in Higher
Education and Career Development

Approved

Chairman of the Advisory Council

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REPORT
on the results of the external assessment of
the Bachelor programme «Economics»
Tambov State Technical University

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SUMMARY OF THE PROGRAMME

The Economics Bachelor is realised at Tambov State Technical University (TSTU) since 2011. The programme has been implemented under the Federal State Higher Education Standard in the "Economics" field of study approved by the Order No. 1327 of the Ministry of Education dated 12.11.2015 (since 2015).

The programme is implemented by the "Economics" department of the Institute of Economics and Quality of Life (Faculty).

The programme is supervised by N. Kulikov, Doctor of Economics, professor, head of the "Economics" department.

The site visit within the external programme assessment procedure was conducted on October 5-6, 2017.

Strengths of the analysed programme

1. The programme structure is aimed at acquisition of the knowledge, skills and competence required for the specialists in the finance sphere with due account for the regional employment market. The programme is designed and implemented with employers participation.

2. The disciplines are taught by the highly qualified teaching staff (TS) with the high academic degree rate. Professors participate actively in the scientific work. The disciplines are taught by employers; it's a common practice to conduct studies based on the employers' platform. There are the system of interest stimulation of teachers to develop own professional qualities (involvement in the scientific, methodological, morale building activities etc.).

3. The educational processes actively uses information and communication technologies, specifically to support the two-way communication between students and to provide the feedback from students, graduates and employers.

4. Nonresident students are provided with places in the dormitory. Graduates normally stay in the region to live and work.

5. There is a possibility to combine work with studies at the last year (flexible hours on placement at the field-specific enterprise).

6. The administering department keeps a multitude of the long-term agreements concluded with the employers to provide internship places. The employment takes place through the teaching practice, work experience and pre-graduation internship. The agreements are concluded with 150 various organizations. 75% of students keep on working for the organizations of their former internship upon completion of all types of internships. The administering department keeps a multitude of the agreements concluded with employers to conduct joint researchers, specifically with students participation. The administering department of "Economics" is deeply involved in employment and monitoring the career development rate of its graduates.

7. Employers express their satisfaction with the quality of education acquired by graduates. The TSTU graduates have more chances to obtain

employment as all employers recognize their following qualities: disciplined approach, self-study ability, trainability, adaptability, interest in self-development, development of the company, university. The students have a clear understanding of the career growth prospects, confidence in future, a desire to recommend the university for education in future. The students are noted for their high activity in communication, social skills, almost everyone is satisfied with the quality of education; active involvement of students in various forms of extracurricular work forms is observed. The educational processes is connected with the cultivation of high ethical qualities in students (honesty, responsibility, disciplined approach, readiness to correct errors.)

8. The Faculty have a close cooperation with “the practice” means employers such as Companies, Banks and State Authorities in the Tambov Region, which positively contributes to the outcome of the programmes and to the graduates’ success in finding a job.

9. Graduates are in demand and almost all of them find employment (more than 90%) within a relatively short time.

10. At TGTU 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.

11. The programme Economics has several Specializations, they fit together well under the Economics umbrella and therefore make sense. During the first 1.5 years these Specializations study together and receive the general Fundamentals of Economics, before they split into Groups up from 4th Semester, that gives the right balance between Economics “general” and Economics “specialized fields”.

Weak points of the analysed programme

1. The information about the programme can not be found on the educational portal: description, curriculum, calendar academic schedule, competency matrix that fails to enable a prospective student, student, employer to compare the programme with identical programmes of other higher educational institutions.

2. The guidance department has not elaborated and implemented the system of measures oriented towards creation of the teaching and learning materials for all "Economics" programme academic disciplines, particularly, including federal educational standards (FES) tools therein alongside with tests, tasks, case studies, business games samples.

3. Federal educational standards contain the scale to evaluate the competence formedness that includes only two levels: "formed and "unformed". Furthermore, the competency formedness level is not correlated by assimilation levels: the threshold level (satisfactory); advanced level (good); high level (excellent). It's therefore unclear what a student has to know, understand and master at each level.

4. The state interdisciplinary exam is conducted solely as a test and is exclusive of the practice-oriented questions enabling to evaluate to the full extent not only the graduate's theoretical training for professional problems solution, but also the readiness to basic types of professional activity, the level of competency formedness.

5. Approximately less than 50% of Professors, teachers 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 Specializations of “Finance and credit”; that could result in not sufficient Practice Relation during the Study, despite the fact that students go to several “Work Practice”, Internships during their study.

6. Despite English Language courses, no “Business”, Economics, Finance, Management Modules 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 graduates’ limitation to join foreign Companies with business in Russia.

7. Also, no foreign Professors, teachers for “Business”, Economics, Finance, Management Modules are lecturing. That could lead to less Internationality and “Global Mindset” in the programme, and again limiting the graduates in contact / negotiations with foreign Business Partners of their future Russian Employers or graduates’ ability to work for foreign Companies in Russia. As far as reviewers were advised, TGTU has Cooperation-, Partnership-Agreements with only two International Universities within CIS, one in Kazakhstan and one in Azerbaijan, which seems to be very limited to secure Internationality and a Global view.

8. Soft Skills (*) are not obligatory taught. That could result in graduates 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- / Organization-Management & Leadership; Team Management; Conflict Management; Negotiation Skills; Personal Development.

The main recommendations of an reviewers on the analyzed programme

1. Ensure the facilitated search of data by programmes on the educational portal: description, curriculum, calendar academic schedule, competency matrix in order to demonstrate the competitive teaching advantages of this programme to a prospective student and to enable an employer to compare the programme with identical programmes of other higher educational institutions.

2. Design the methodology to determine students' needs while elaborating teaching and learning materials, defining the programme content and organizing the educational process. Provide students with the information on their opportunities to participate in programme management (among other things, using student councils, participation in monitoring etc.).

3. The administering and methodological departments are to collect all the programmes of academic disciplines for the "Economics" programme on electronic media.

4. Design a system of discounts for the students combining work and studies in this educational institution (EI), especially if the student holds a position in the university support staff.

5. Include the practice-oriented questions related with professional problems solution in the state examination paper content by specialization in order to check readiness to basic types of professional activity and determine the level of competency formedness.

6. Elaborate and implement the assessment criteria system for each form of control.

7. Analyze the disciplines forming competencies that, according to employers, have been insufficiently formed by graduates, and it is recommended to conduct an expert review of these disciplines alongside with the employers' representatives.

8. Provide an opportunity to become familiar with the latest and newest foreign literature to provide students and teachers with the materials of global economic researches. This will allow to determine the specifics and strategic tendencies of world and Russian economic development. For this purpose, either give an opportunity to connect to foreign electronic and library systems, or the articles in foreign languages are should be sampled and further used for translation while studying the "Foreign Language" subject, and further posting the translated articles to the portal public domain.

9. It is recommended to sign-up some more Guest Lecturers from "the Practice" (e.g. Companies, Banks and 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 TGTU has more flexibility to sign them up as per demand, demonstrated performance and "most relevant topics".

10. It is highly recommended establishing some "Business", Economics, Finance, Management Modules in English language and making that obligatory. That will improve familiarity of graduates in contact, negotiations with foreign Business Partners of their future Russian Employers or graduates' success in joining foreign Companies with business in Russia.

11. It is also advised to sign-up some foreign Guest Lecturers for "Business", Economics, Finance, Management Modules 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 graduates in contact with foreign Business Partners of their future Russian Employers or graduates' success in joining foreign Companies in Russia.

12. It also would be recommended establishing several more Cooperation, Partnership-Agreements with International Universities, also outside of CIS,

including for Students Exchange. A first step could be to look at other BRICS countries, a second step at Eastern Europe and a third at Western Europe.

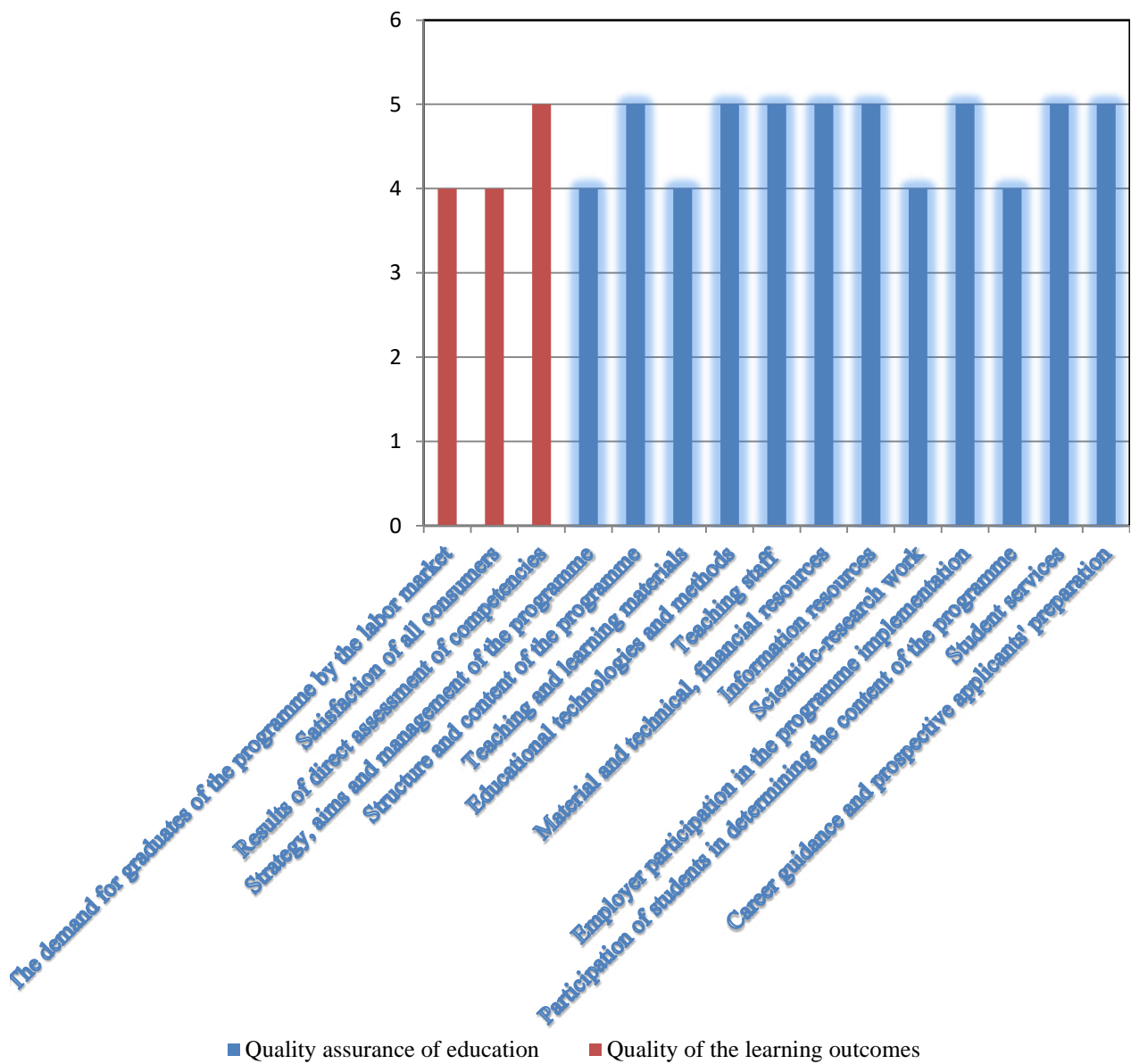
13. It is recommended to establish some obligatory courses or one combined Module on Soft Skills (*) to strengthen graduates' Managerial skills for leading teams and "negotiation" skills when dealing with external partners.

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

***Evaluation profile of the learning outcomes
and quality assurance of education***

No.	Criterion	Assess ment
<i>I</i>	<i>Quality of the learning outcomes</i>	
1.	The demand for graduates of the programme by the labor market	4
2.	Satisfaction of all consumers	4
3.	Results of direct assessment of competencies	5
<i>II</i>	<i>Quality assurance of education</i>	
1.	Strategy, aims and management of the programme	4
2.	Structure and content of the programme	5
3.	Teaching and learning materials	4
4.	Educational technologies and methods	5
5.	Teaching staff	5
6.	Material and technical, financial resources	5
7.	Information resources	5
8.	Scientific-research work	4
9.	Employer participation in the programme implementation	5
10.	Participation of students in determining the content of the programme	4
11.	Student services	5
12.	Career guidance and prospective applicants' preparation	5

Profile for assessment of learning outcomes and educational quality assurance



QUALITY OF THE LEARNING OUTCOMES

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

Criterion evaluation: good

Analysis of the role and place of the programme

The objective of this programme in the training sphere: train the qualified bachelors in the financial and crediting activity sphere to be able to theoretically and analytically perceive economic processes, Russian entrepreneurship development, implement the innovative management and production mechanisms. The programme graduates are to be ready for practical activity at the financial subdivisions of the enterprises, credit and insurance organizations, Russian Federation (RF) Pension Fund and Social Insurance Fund authorities and tax authorities.

According to predictive estimates, the annual demand for specialists in the financial and insurance sphere will enable to provide the programme graduates with workplaces. The "Economics" programme graduates are in high demand from the commercial enterprise, commercial banks operating in the region, insurance organizations, regional and municipal public authorities.

The principal organizations and enterprises providing the employment for programme graduates:

- Central Bank Administration of RF for Tambov region;
- "Sberbank of Russia" PJSC;
- Affiliate of VTB Bank PJSC in Tambov;
- Tambov Affiliate of "Rossiya Joint-Stock Bank" PJSC;
- Tambov Regional Affiliate of "Russian Agricultural Bank" PJSC;
- Tambov Regional Affiliate of "Interregional Commercial Development Bank of Communication and Informatics" PJSC; Tambov Affiliate of "Sviaz Bank" JSCB PJSC;
- Tambov Affiliate of "Bastion" JSCB;
- "Promsvyazbank" PJSC;
- Tambov region Financial Administration;
- Agency for Housing Mortgage Lending (AHML) of Tambov region;
- Tambov Regional Department of the Social Insurance Fund of the Russian Federation;
- Pension Fund of Russia (Tambov Department);
- "Almaz" OJSC, Kotovsk;
- "ARTI-Factory" OJSC, Tambov;
- "Pigment" PJSC, Tambov;
- "TAGAT" OJSC by Livshits S.I., Tambov;

- "TAKF" OJSC, Tambov;
- "Tambovamsh" JSC, Tambov.

The state programme for Tambov region "Tambov region Education Development" for 2013-2020 (hereinafter referred to as "The Programme") has been developed in accordance with the regional administration regulation N 141-p "On Approval of the State Programmes List for Tambov region" dated 13.05.2011 pursuant to the Social and Economic Development Strategy for Tambov region to 2020 approved by the Law N 512-3 of the region dated 29.04.2009.

In accordance with the Social and Economic Development Strategy for Tambov region to 2020, the main development priorities for the region are to increase economy competitive ability, investment attractiveness of the region, use the resource potential effectively, develop human resources, ensure growth in prosperity and population life quality, increase efficiency of state management of regional social and economic development.

The principal competitor in this field of study is the Federal State Budgetary Higher Educational Institution "Tambov State University named after G.R. Derzhavin". On the basis of the university, the "Economics" programme is implemented on a paid and state funded basis, a competition is 22 persons per place. The grade point average of the students admitted to the university in 2017 based on the results of the unified national exam (UNE) and additional admission tests for the intramural budgetary mode of study constituted 237 for the extramural- 192, 128 for the paid intramural mode, 129 points for the extramural mode. The cost of study per year for the intramural/extramural modes of study: 78000/35000 RUB (in TSTU 71500/32200 RUB).

The analysis of the data provided by the university

- *The share of students combining studies at the higher education institution with work in accordance with specialization discipline - **15%**.*
- *The share of graduates employed within one year upon graduation from the educational institution in accordance with the field of study acquired as a result of study under the programme constitutes **98%**.*
- *The share of graduates employed under the request of enterprises - **10%**.*
- *The share of students studying under the request of employers, for instance, based on trilateral agreements (employer-sponsor education agreements) is **0%**.*

The share of students studying under the request of employers, for instance, based on trilateral agreements (employer-sponsor education agreements) is unavailable.

- *The share of graduates working under the field of specialization in the region is **77%**.*

- *The share of graduates working under the field of specialization beyond the region is 3%.*

- *The number of complaints on graduates is 0%.*

No complaints.

- *The number of positive feedbacks on graduates work from the organizations is 100%.*

All employers provide positive feedbacks on graduates work, for instance, the state institution of Tambov Regional Department of the Social Insurance Fund of RF (27 persons), operational office in Tambov Affiliate of VTB Bank (PJSC).

- *The share of students studying under the programme, admitted to education under the master's programmes and who finished the education under the bachelor's programme is 95%.*

In 2016-2017 95% of students studying under the programme, admitted to education under the master's programme; the students who finished the education under the bachelor's programme of TSTU.

The students having acquired the basic education under the "Economics" field of study as well as the diploma with distinction, having participated in the scientific and extracurricular activities may obtain additional points on enrollment to the master's degree course.

- *The share of educational institution graduates studying under the higher educational programme against the share of graduates of all other regional higher educational institutions studying under the programme.*

Modes of study	The total number of students studying under the "Economics" field of study at the leading regional higher educational institutions, persons	TSTU		TSU		MichSAU	
		Number of persons.	Share, %	Number of persons.	Share, %	Number of persons.	Share, %
Intramural mode of study	594	256	43.1	218	36.7	120	20.2
Extramural mode of study	658	111	16.9	149	22.6	398	60.5
Accelerated extramural (on the secondary professional education basis)	248	248	100	-	-	-	-
Total, extramural	906	359	39.6	149	16.5	398	43.9
Other modes of (Academy of Postgraduate Education, Inter-sectoral Regional Center of Professional Advancement and Personnel Development, Institute	112	112	100	-	-	-	-

of Distant and Extended Education)							
Total	1612	727	45.1	367	22.8	518	32.1

Additional material

Based on the results of self-assessment carried out by the university, the data on graduates placement are presented. The data submitted by the educational institution were confirmed during the study of the relevant documents.

The employment is realizing through the teaching practice, work experience and pre-graduation internship. The agreements are signed with 150 various organizations. 75% of students keep on working for the organizations of their former internship upon completion of 1st year internships. The "Economics" administering department is engaged in employment of and monitors the future of its graduates.

2. Satisfaction of consumers with the learning outcomes

Criterion evaluation: good

- *The proportion of employers who consider that the competence of graduates of the programme:*
 - *fully complies with the requirements set to modern specialists in the industry - 73%;*
 - *substantially complies with the present requirements to specialists in the industry, however, insignificant remarks are present - 27%.*
- *The share of graduates satisfied with learning outcomes:*
 - *completely satisfied with training results - 78%;*
 - *essentially satisfied - 18%.*

During on-site visit, the reviewers have interviewed students and obtained the data that enable to make a conclusion on the level of students satisfaction both with the quality of education and employment opportunities.

3. Direct assessment of competencies by the reviewers

Criterion evaluation: excellent

Direct assessment of the competencies of the graduate students was conducted during the on-site visit. The direct assessment was attended by 5 fourth year students that is 10% of 52 final year students.

To analyze the formation of competencies, the reviewers selected the following:

- Assessment of competencies characterizing the personal qualities of a person, which are an integral part of their professional competencies:
 - "Ability to Use Basic Economic Education in Various Spheres of Activity";

"Teamwork Ability with Tolerant Perception of Social, Ethnic, Confessional and Cultural Differences".

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

"Ability to Arrive at Organizational and Management Solutions in the Professional Activity and Readiness to Responsibility therefor".

- 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:

"Ability to analyze and interpret financial, accounting and other information contained in the reports of the enterprises of various forms of ownership, organizations, government agencies etc. and to use the data obtained to take management solutions.

For the direct assessment of competencies procedure reviewers used test, recitation.

The results of the direct assessment of competencies have enabled the reviewers to determine that all students coped with the tasks offered.

Level Share of students	Sufficient level (students coped with 80 % of the proposed tasks)	Acceptable level (percentage of the solved tasks is from 50 to 79 % of tasks were fulfilled)	Low level (percentage of the solved tasks is less than or equal to 49 %)
Results of direct assessment of competencies characterizing the personal qualities of a person, which are an integral part of their professional competence			
Assessment of Russian reviewers			
80%	+		
20%		+	
Assessment of an expert from the international community			
100	+		-
The results of direct assessment of competencies aimed at the development, maintenance and improvement of communications			
Assessment of Russian reviewers			
90%	+		
10%		+	
Assessment of an expert from the international community			
80%	+		
20		+	

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

60 %	+		
40 %		+	
			-

During the on-site visit the experts got acquainted with 4 graduate qualification works that amounted to 6 % of 67 graduate works.

1. Schurova Ye. "Bank Marketing at the Bank Services Market and its Constituents" (good).
2. Kuznetsov A. "Bank Credit as a Source of Funding of the Enterprise Investment Activity" (excellent).
3. Golubeva A. "Development of Bank Forms and Methods of Population's Savings Involvement in the Investment Process" (excellent).
4. Kochetova Ye. "Residential Mortgaging and Ways to Improve it" (excellent).

The reviewers have concluded that the analyzed graduate qualification works comply with all the requirements stated below.

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.	100 %
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	75 %

	a practical application in production.	
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.	60 %

Conclusions and recommendations of reviewers

Conclusions

The demand for graduates of the programme at the labor market:

The share of graduates employed within one year upon graduation in accordance with the field of study acquired as a result of study under the programme constitutes 98%.

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 graduates from both programmes.

In accordance with the self-assessment report, the share of graduates employed at the enterprise request is 10% wherein results of the interview with graduates have demonstrated that almost 75% of students were invited for work under the internship results; 15-40% of students of the programme combine studies at the university with work.

Satisfaction of all consumers

Employers express their satisfaction with the quality of education acquired by graduates. On recruitment, the TSTU graduates have more chances to obtain employment as all employers recognize their following qualities: disciplined approach, self-study ability, trainability, adaptability, interest in self-development, development of the company, university. Furthermore, the employers notice students' clear understanding of the career growth prospects, confidence in future, a desire to recommend the university for education in future.

The proportion of employers who consider that the competence of graduates of the programme:

- fully complies with the requirements set to modern specialists in the industry - 73%.
- substantially complies with the present requirements to specialists in the industry, however, insignificant remarks are present - 27%.

Direct assessment of competencies

The programme provide a high level of “Business” / Economics / Finance / Management “technical content and knowledge” / “hard skill” “professional” competences to students and respective graduates, which is a very strong part of that education at TGTU.

Recommendations

1. Consider a possibility of signing agreements conclusion with employers for sponsoring an education for student.

2. It is recommended 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- / Organization-Management & Leadership; Team Management; Conflict Management; Negotiation Skills; Personal Development.

QUALITY ASSURANCE OF EDUCATION

1. Strategy, aims and management of the programme

Criterion evaluation: good

Strong points

The outstanding characteristic of the programme is the students having the competence both in the economic and management spheres that are sufficient to solve production problems and take effective management decisions in their professional activity.

This objective of this programme is to train the qualified bachelors in the financial and crediting activity sphere to be able to theoretically and analytically perceive economic processes, Russian entrepreneurship development, implement the innovative management and production mechanisms. The programme graduates are to be ready for practical activity at the financial subdivisions of enterprises, credit and insurance organizations, Russian Federation (RF) Pension Fund and Social Insurance Fund authorities and tax authorities.

The employers actively participate in the approval, analysis and actualization procedure of the implemented programme.

The majority of employers (91%) consider the programme objectives are fully compliant with labour market demands.

At least once a year the programme content is updated in accordance with the varying labour market conditions; the prompt updates are introduced as required.

The programme innovation and monitoring department monitors the quality of education.

Recommendations

1. Results of the interview with students have demonstrated that the majority of students set vaguely the programme objectives and do not know where to find the information about programme objectives. It is recommended to facilitate the data search by programme: description, objectives, curriculum, calendar academic schedule, competency matrix on the educational portal.

This will help to demonstrate the competitive teaching advantages of this programme to a prospective student and to enable an employer to compare the programme with identical programmes of other higher educational institutions.

2. Strengthen Internationality by establishing some obligatory “Business” / Economics / Finance / Management Modules in English language, by signing-up some foreign Guest Lecturers for “Business” / Economics / Finance / Management Modules and by establishing some more Cooperation Agreements with International Universities.

2. *Structure and content of the programme*

Criterion evaluation: excellent

Strong points

The competency model of a graduate represents an agreement between consumers (employers, students) and the university in terms of the objectives and anticipated results of programme assimilation. The programme meets the need in specialists at the regional level.

The programme's general cultural competencies, general professional competencies, professional competencies (analytical activity) are in full compliance with the competencies provided for by the higher education learning standards in the "Economics" field approved by Decree dated 12.11.2015.

The following competencies are included in the competency model:

- **characterizing personal qualities, however, constituting an integral part of one's professional competency** (GC "To Have the Philosophic Thinking Skills to Produce the System, Comprehensive View of the Economics Issues and Society in General", GC-7 "Ability to Set Objectives and Prioritize Achievement thereof Based on the Importance and Available Resources");

- **focused on development, maintenance and improvement of communications** (GC-4 "Ability to Use Language Means in Line with the Predetermined Communicative Situation; State one's Opinion on Any Specified Topic with Due Account for the Objectives and Tasks of Speech, Type of Audience; as well as to Effectively and Correctly Structure one's Speech on Selecting the Required Information and Having Appropriately Estimated the Communication Conditions"; GC-5 "Mastering the Methods and Approaches to Prevent Possible Conflict Situations Caused by Social, Ethnic, Confessional and Cultural Differences of Group Members"; GC-6 "Ability to Take Adequate Decisions in the Arising Critical, Disputable Situations from the Perspective of Legal Rules; Analyze Specific Situations Arising in the Everyday Practice; Ability of Practical Application of this Knowledge");

- **reflecting formation of entrepreneurial knowledge, competencies and skills required for the work in the small and medium business sphere** (GPC-4 "Ability to Analyze the Organization's Marketing Environment on Assessing the Firm's Activity in the Marketing Sphere, Competitive Situation in the Industry; Consumers and Suppliers as well as on Analyzing Macro-factors Affecting a Firm's Activity"; PC-4 "Capable of Connection Identification between Separate Phenomena and Processes in the Entrepreneurial Activity Sphere").

Mastering general professional and professional competencies enables graduates to work successfully not only in line with their specialization, but in the related (contiguous) fields of specialization.

The professional competences correspond to the competences of a range of professional standards establishing labour functions in the finance and bank activity sphere.

Employers' representatives assist in elaboration of new courses oriented towards business needs; conduct regular expert reviews of the existing learning courses in order to keep them up-to-date; ensure professional workshops to be conducted. The content of the disciplines included in the programme corresponds to peculiarities of the Tambov region economy. The programme comprises such disciplines as: "Bank Products and Services", "Practicum on Bank Transactions".

The programme Economics has several Specializations, they fit together well under the Economics umbrella and therefore make sense. During the first 1.5 years these Specializations study together and receive the general Fundamentals of Economics, before they split into Groups up from 4th Semester, that gives the right balance between Economics “general” and Economics “specialized fields”.

Recommendations

1. Include the competency assessment scale by all assimilation levels in evaluation tools.

Evaluation tools contain the assessment scale of competency constituent formedness that consists of only two levels: "formed and "unformed". Furthermore, the interim control provides for the exam to be conducted and yet assessed using the two-tier system: "formed" and "unformed"; a grade is given under the 5-point system wherein 2 (unsatisfactory) corresponds to the "unformed" level, and the "formed" level has its sub-levels that provide for the assessment:

- **threshold level (satisfactory);**
- **advanced level (good);**
- **high level (excellent).**

As the competency formedness level is not correlated by all assimilation levels: the threshold level (satisfactory); advanced level (good); high level (excellent), it is unclear what a student has to know, be able to do and master at every level.

The example of how the assessment indicator, criterion and scale can be presented.

The competence GC-1 "Ability to Use the Basic Philosophic Knowledge to Form a Worldview"

Assessment indicators	Competence assessment criteria	Assessment scale
To know: - basic philosophic knowledge to form a worldview, - major sources of information on a task received; - forms of information provision to be generalized, further analyzed and interpreted; - principal directions and tools	- <i>To know and be able to:</i> - basic philosophic knowledge to form a worldview, - major sources of information on a task received; - forms of information provision to be generalized, further analyzed and interpreted; - analyze worldview, socially and	Threshold level

	<p>ways to achieve it in line with a task received;</p> <ul style="list-style-type: none"> - analyze various information in order to identify the problems of country social and economic development; - form own judgments, make conclusions based on the economic information obtained from various sources; - current methods of collection, processing and analyzing economic data; - skills to conduct scientific researches of economic processes; - skills to express and reinforce one's worldview on analyzing economic tendencies of the modern Russian state and society; - skills of public speech delivery and economic problems, phenomena discussion 	
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2. The teaching and learning materials of five disciplines have been studied during the on-site visit: "Banking", "Taxes and Taxation", "Financial and Credit Risks Assessment", "Finances", "Securities Market". The present evaluation tools lack the test and exam materials elaborated on the basis of real practical situations and presented by employers; only the theoretical exam/ pass-fail exam questions are specified.

It is recommended to include the practice-oriented questions related with professional problems solution in the state examination paper content by specialization in order to check graduates' readiness to basic types of professional activity and determine the level of learning outcomes.

3. It is recommended to enhance the practical focus of disciplines, particularly, the optional disciplines to develop such competencies as S6-PC-4 "Mastering the Skills of Analysis, Justification and Adoption of Management Decisions in the Business Situations Typical for an Enterprise"; S1-PC-5 "Knowledge of Functioning Principles of the Professional Team; Corporate Regulations and Standards; Methods of Interaction with the Colleagues Fulfilling Various Tasks and Duties". For this purpose, it is recommended to engage practical employees to conduct of seminars, lectures and author's courses.

4. It is highly recommended establishing some "Business" / Economics / Finance / Management Modules in English language and making that obligatory. That will improve familiarity of graduates in contact / negotiations with foreign Business Partners of their future Russian Employers or graduate's success in joining foreign Companies with business in Russia.

5. It is also advised to sign-up some foreign Guest Lecturers for "Business" / Economics / Finance / Management Modules to strengthen the

Internationality aspect regarding Background, “Global Mindset”, Business Culture and to have a “fresh outsider’s view”.

6. It is recommended 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- / Organization-Management & Leadership; Team Management; Conflict Management; Negotiation Skills; Personal Development.

Additional material

In the course of the on-site visit, the reviewers held meetings with students of the assessed programme. One of the issues discussed is the relevance of the structure and content of the programme to the expectations of direct consumers of programmes – students. Under the meeting results, reviewers make a conclusion on the level of students' satisfaction with the discipline structure and programme content.

3. Teaching and learning materials

Criterion evaluation: good

Strong points

In accordance with "The Provision on Discipline Teaching and Learning Materials Composition and Structure" adopted at TSTU, the academic discipline programme undergoes a specified number of coordination and approval procedures whereupon it is to be posted to the web-site of TSTU.

The teaching and methodological support of each academic discipline is developed in accordance with the approved academic discipline programme template, the academic discipline image that includes methodological recommendations to students and teachers, test and exam materials examples etc. The learning materials elaboration, agreement and approval procedure has been approved in the Provision on Discipline Teaching and Learning Materials (DTLM). All the disciplines are provided with the work programmes containing various types of planned class exercises (lectures, practicals, laboratory practicals). The general professional and specialized discipline programmes are updated annually in order to ensure compliance with advanced scientific and practical achievements.

The control over the DTLM elaboration content and quality is exercised by the Methodological Council of the department, scientific and methodological council in the field of study/specialization. Students take part in the elaboration process of teaching and learning materials (TLM) via their representatives in the Student Council.

The share of TLM coordinated with the social key partners representing the labour market constitutes 30%. Employers attend the TLM elaboration process by special academic disciplines.

The teaching and learning materials compliance with FSES in terms of the "Economics" field of study is ensured by way of determination of the competencies formed in students while attending the discipline and specified in the standard based on the labour market requirements. The aggregate of competencies by all programme disciplines covers the formation requirements to FSES competences in the "Economics" field of study.

The term paper subjects of students correspond to the programme specialization.

The final state attestation provides for state examination and graduation thesis defence.

Recommendations

1. It is recommended to clarify to students that they have a chance to give their opinions and wishes that may be taken into account on TLM elaboration and update. The questionnaire results provided by the educational institution and confirmed in the course of the full-time visit bear evidence to the fact that the majority of students are not aware of such opportunity.

The monitoring effected through testing the students is aimed to a greater extent at the quality assessment of the lessons delivered. In this regard, it is recommended to communicate to all students that they can express their opinion of the programme through the student self-government bodies (Student Council).

2. Include the test and exam materials elaborated on the basis of real practical situations and presented to employers in FES, as FES contain only theoretical exam/ pass-fail exam questions.

3. Improve the quality of final state attestation questions, as the test questions presented in the examination paper preclude from assessing formedness of the stated competencies developed pursuant to the professional standards requirements (other qualification requirements) and/or with due account for specific requests of enterprises and organizations (considering the industry). For this purpose, it is recommended to include the practice-oriented questions related with professional problems solution in the state examination paper content by specialization.

4. Educational technologies and methods

Criterion evaluation: excellent

Strong points

The lectures are accompanied with the presentation materials and recommendations on a more profound study of the theoretical material (including test problematic questions and a further reading list). The seminars are conducted based on the pre-stated topics, questions and recommendations regarding the literary sources for self-study (in accordance with the discipline programme).

All students have an opportunity to develop additional competencies on assimilating learning courses on the national Association's portal "National Platform for Open Education" (<https://openedu.ru>). The information on the recommended courses the content of which corresponds to the programme in terms of the fields of study conducted, and references thereto are on the university's website (<http://tstu.ru/r.php?r=obuch.education.courses>). The students having mastered the specified courses on the national portal have a chance to pass them while assimilating the programme in line with the university's local enactment (<http://tstu.ru/general/docum/pdf/uimr/23.pdf>).

The information posted to the national portal "National Platform for Open Education" is used on DTLM development and update as well as for improvement of students' independent work.

The learning courses of the university's electronic library system are delivered using the VitaLMS system platform (<http://vitalms.tstu.ru/login.php>). Currently, 991 learning courses are posted whereof 42 are created in 2017. 6337 persons are subscribed to these learning courses.

The national Association's portal "National Platform for Open Education" recommends 5-20 learning courses for each delivered programme to be assimilated by students (<http://tstu.ru/r.php?r=obuch.education.courses>).

Recommendations

1. It is recommended to enter in the TLM a share of lessons delivered interactively as the reviewers have established that, within the office analysis of self-assessment report, curriculum and class schedule analysis, it is not an option to define how many hours accrue overall to the lessons delivered interactively for the programme.

Recommended after the table

Types of activities	Total	6th semester
1	2	3
<i>Communicative work of students with a teacher at learning sessions:</i>	90	90
lecture-type session	36	36
laboratory practicals	0	0
practicals	54	54
<i>Students' independent work</i>	18	18
<i>Term paper designing</i>	36	36

to specify:

"Proportion of the lessons delivered interactively constitutes ___ % of class exercises for the discipline"

Additional material

During the on-site visit, the experts visited the class, the analysis of which is presented below.

Yershova Mariya, associate professor of "Economics" department, Ph.D. in Economics.

Second year group (36 persons attended out of 40)

1. "Finance" discipline/module
2. Type of the learning session
 - lecture**
 - seminar
 - laboratory work
 - practicals
 - complex class _____
 - other _____
3. Subject of the learning session: Theme 5 "Public Credit".
4. Purpose of the learning session: demonstrate the nature, forms and specifics of the current public credit.
5. Tasks of the learning session: consider a concept of public credit, credit classification; analyze the RF public credit structure and dynamics.
6. Material and technical support of the learning session: a blackboard, chalk, multi-media projection machine, screen, laptop.
7. Specify:

No.	Knowledge and skills planned to be developed at the lesson as well as the competencies affected by knowledge and skills (are announced by the lesson teacher)	Forms, means, methods and techniques that are planned to be used during the learning session for the formation of competence
1.	Knowledge of a nature and basic principles as well as common factors of municipal and state finances functioning (PC-4)	A slide show, emphasize a necessity to take notes of the lecture materials; checking the rudimentary knowledge by previous themes
2.	Be able to identify the activity financing source of state and municipal structures (PC-4)	A slide show, emphasize a necessity to take notes of the lecture materials; control material assimilation by asking inducing questions.
3.	Mastering the methods to define efficiency and prospectivity of financial investment directions of state and municipal structures (PC-4)	A slide show, emphasize a necessity to take notes of the lecture materials; encourage a dialog in the audience; review case studies; control material assimilation by asking inducing questions; discuss the material provided by a lecturer and make conclusions of the lesson.

ASSESSMENT OF THE PROFESSOR

No	Analysis criteria	Indexes	Rating (0, 1,
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			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.	2
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
15	Final grade		2

During self-assessment report, curriculum and class schedule analysis, the reviewers have found it impossible to determine the percentage of lessons delivered interactively overall for the programme.

The training and methodology complexes of five disciplines have been studied in the course of the full-time visit: "Banking", "Taxes and Taxation",

"Financial and Credit Risks Assessment", "Finances", "Securities Market". Data on the learning sessions conducted in an interactive form in the context of the studied training and methodology complexes are presented below.

Disciplines: "Banking", "Taxes and Taxation", "Financial and Credit Risks Assessment", "Finances", "Securities Market" - the number of interactive lessons is not highlighted.

Examples by disciplines:

Working programmes and FES for the "Securities Market" discipline

Practicals number	Section/theme	Theme of the practical	Form of conduction
1		2	3
Section 1 / Theme 1		Place and Role of The Securities Market in The Financial System	Recitation
Section 1 / Theme 2		Security Nature	Recitation
Section 2 / Theme 3		General Classification of Securities	Test, recitation
Section 2 / Theme 4		Equity Securities	Report delivery, recitation
Section 2 / Theme 5		Debt securities	Report delivery, recitation
Section 2 / Theme 6		Other securities	Test, recitation
Section 2 / Theme 7		Financial Derivatives	Report delivery, solution of case problems
Section 3 / Theme 8		Finance Resources Suppliers and Consumers at the Securities Market	Recitation, case studies analysis
Section 3 / Theme 9		Professional Intermediaries at the Securities Market	Recitation, game designing
Section 3 / Theme 10		Securities Market Regulation	Report delivery, test
Section 4 / Theme 11		Securities Market Analysis	Test, case study analysis

Working programmes and test and exam materials of the "Finance" discipline:

The discipline envisages the practical in the course of which the assessment control is exercised.

Section theme number	Theme of the practical	Form of conduction
1	2	3
Section Theme 1	1. Finances Nature. Financial System of the Russian Federation	Test
Section Theme 2	1. Monetary System of the Russian Federation	Recitation, solution of problems
Section Theme 3	1. Budget as A Key Link of the Monetary System. Budgetary Process	Recitation, solution of problems, seminar
Section Theme 4	1. Finance Management System. Financial Control	Test, seminar
Section Theme 5	1. Public Credit	Recitation, solution of problems
Section Theme 6	1. Insurance Market in the National Finance System	Recitation, seminar

Section Theme 7	1. Securities Market in the National Finance System	Recitation, seminar
Section Theme 8	1. Bank System and Bank Credit Fundamentals	Recitation, solution of problems
Section Theme 9	1. International Financial and Credit Relations	Test, seminar
Section Theme 1	2. Organization (Enterprise) Finance Nature	Test, solution of problems
Section Theme 2	2. Peculiarities of Organizations, Enterprises of Various Legal Organizational Forms	Test, solution of problems
Section Theme 3	2. Financial Resources and Business Capital	Test, solution of problems
Section Theme 4	2. Enterprise's Revenue and Expenses	Test, solution of problems
Section Theme 5	2. Enterprise's Profit and Profitability Performance Profile	Test, solution of problems
Section Theme 6	2. Enterprise's Floating Assets Organization	Test, solution of problems
Section Theme 7	2. Formation and Financing Sources of Enterprise's Fixed Assets Reproduction	Test, solution of problems
Section Theme 8	2. Enterprise's Financial Plan	Test, solution of problems
Section Theme 9	2. Organization's Finance Management	Test, solution of problems

Based on the materials considered, the experts have made a conclusion on a necessity to enter the information on the number of hours allocated to deliver interactive lessons overall for the programme.

5. Teaching staff

Criterion evaluation: excellent

Strong points

The educational processes in ensured by 14 teachers in total.

Of them:

- 2 professors, doctors of economics;
- 7 associate professors, candidates of economics (of them 6 persons have the associate professor degree);
- 3 senior lecturers with no degree, average age is 30 y.o. (2 of them have theses prepared, 1 senior lecturer with big pedagogic experience);
- 2 assistants - 1 postgraduate and 1 completed postgraduate studies, average age is 25 y.o.

Candidate pool is 4 persons.

High academic degree rate.

Teachers have been continuously improving qualifications, including electronic form (on the basis of the "Open Education" platform).

The programme provides a high level of “Business” / Economics / Finance / Management “technical content and knowledge” / “hard skill” “professional” competences to students and respective graduates, and that is due to Professors’ / teachers’ knowledge and experience in these areas. Also, most teachers have many years academic experience, know “how to teach” and are therefore respected by students, graduates and partners.

At the TGTU / Faculty reviewers found a “family atmosphere”, confirmed by stakeholders such as students, alumni and employers / partners from practice and that impacts positively Quantity and Quality of the programme’s outcomes.

Recommendations

1. It is recommended to work out how to provide teachers with an opportunity to conduct scientific researches due to the fact the high teaching load of the teaching staff.

The load can be distributed in such a way that teachers have no class hours and be able to occupy themselves solely with scientific researches in certain months or weeks, or to introduce the practice of research leaves to write monographs or carry out big research projects.

2. It is advised to develop a system encouraging students to engage in the scientific activity. This will enable to increase the number of public reports to be delivered by students which would contribute to perfection of training works for young specialists to be further drawn into teaching.

3. In the process of self-assessment, the data on teachers' satisfaction with the personnel policy and applicable motivation system have been presented.

In the course of the on-site visit, the teachers taking part in programme implementation have been interviewed.

Based on the interview results, the reviewers have drawn a conclusion that almost the majority of teachers are satisfied with the personnel policy, and given recommendations on a more public discussion of the acting system of teachers motivation and on development of separate approaches to additional (financial and non-financial) motivation of young teachers.

4. Approximately less than 50% of Professors / teachers 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 Specializations of the programme; that could result in not sufficient Practice Relation during the Study.

Therefore it is recommended to sign-up some more Guest Lecturers from “the Practice” (e.g. Companies, Banks and 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 University employees, the TGTU has more flexibility to sign them up as per demand, demonstrated performance and “most relevant topics”.

5. Presently no foreign Professors / teachers for “Business” / Economics / Finance / Management Modules are lecturing. That could lead to less Internationality and “Global Mindset” in the programme.

Therefore it is recommended to sign-up some foreign Guest Lecturers for “Business” / Economics / Finance / Management Modules to strengthen the Internationality aspect regarding Background, “Global Mindset” and Business Culture and to have a “fresh outsider’s view”.

Additional material

Analyzing the facts stated by the university in the self-assessment report, the experts have arrived at the conclusion that the presented data are relevant and reliable.

Under the analysis results of provided data, the reviewers have drawn a conclusion on the presence of highly qualified teaching staff with high academic degree rate; the programme is developed and implemented, among other things, with participation of the teachers who are also practitioners.

6. Material, technical and financial resources of the programme

Criterion evaluation: excellent

Strong points

The training and laboratory base is using for effective and resultative educational process organization includes the following: lecture halls equipped with projectors, multimedia interactive education systems; specialized laboratories and rooms procured with the required equipment to deliver seminars and practicals. Almost all university lecture halls are procured with information resources; the "Economics" department disposes of the own computer classroom with the computers having the Internet access and software necessary for effective educational activity of students.

Students have an access to study documentation funds and Internet-resources, also to the TSTU scientific library resources as well as the officially connected electronic library systems:

- "Elibrary Electronic Library System" (<http://elibrary.ru>), (agreement No. 35-15/19 dated 10/12/2015 to 10/12/2016; agreement No. 175 dated 10/12/2016 to 10/12/2017);

- "Lan" publishing house. "Electronic Library System" (<http://e.lanbook.com>), (agreement No. 35-15/22 dated 14/12/2015 to 13/12/2016; agreement No. 35-15/23 dated 30/12/2015 to 29/12/2016; agreement No.169 dated 14/12/2016 to 13/12/2017; agreement No. 170 dated 30/12/2016 to 29/12/2017);

- "KnigaFund" electronic library system (<http://knigafund.ru>), (agreement No. 35-15/10 dated 01/06/2015 to 31/05/2016);

- electronic library system IPRbooks (<http://iprbookshop.ru>), (Contract No. 2117 from 01/06/2016 to 02/06/2017);
- "Yedinoe Okno Dostupa k Obrazovatelnim Resursam" ("Single Window of Access to Educational Systems") (<http://window.edu.ru>), (agreement No. 22-11/2011 dated 22/12/2011 to 22/12/2016);
- "Science" journal published by (AAAS) The American Association for the Advancement of Science (<http://www.sciencemag.org>), (agreement No. Sci/033 dated 01/03/2016 to 16/12/2016);
- WebofScience database (<http://apps.webofknowledge.com>), (agreement No. WoS/226 dated 20/09/2016 to 31/12/2016);
- "Scopus" electronic database of "Elsevier B.V."(<http://scopus.com>), (agreement No. Scopus/036 dated 20/07/2016 to 31/12/2016).
- "POLPRED Reference Books" electronic database (<http://Polpred.com>);
- "Russian University Information System" (<http://uisrussia.msu.ru>), (dated 18/01/2013 - ongoing).
- "National Electronic Library" Federal State Information System (<http://НЭБ.рф>), (agreement No.101/НЭБ/0361 dated 14.07.2015- ongoing);
- "Open Education" national portal of online education (<http://openedu.ru>), (agreement No. 06-ИПОО/2015 dated 30/10/2015 to 30/10/2017);
- "KonsultantPlus" legal reference system (agreement No. 4019/86600/РДД-БИБЛ dated 11/01/2012 – ongoing).

The scientific library subscribes 215 names of periodical and continued editions. The universal library fund comprises 1147512 specimens whereof: 419732 are scientific and 668263 are educational editions.

Additional material

During the on-site visit, the experts have interviewed students and professors participating in the programme implementation for satisfaction with the quality of lecture halls. The obtained data enable the experts to arrive at the conclusion on students' satisfaction with the lecture halls quality.

During the on-site visit, the reviewer team has checked the material and technical resources. The share of university lecture halls procured with information resources constitutes at least 80%. The introduced data allow to make a conclusion on the availability of good material and technical resources at the educational institution, and give a recommendation to programme supervisors to continue lecture halls procurement with information resources, interactive boards.

Additionally to the general university lecture halls, the "Economics" department disposes of the own computer classroom with the computers having the Internet access and software necessary to organize the effective educational activity.

7. Information resources of the programme

Criterion evaluation: 5 (excellent)

Strong points of the programme

Students are granted an open access to teaching documentation funds and Internet-resources. All students of the department have an open access to the TSTU scientific library resources as well as the officially connected electronic library systems:

- Electronic and library system IPRbooks (<http://www.iprbookshop.ru/>);
- Electronic and library system "Lan" (<http://www.e.lanbook.com>);
- Electronic and library system elibrary (<http://elibrary.ru>);
- "Yedinoe Okno Dostupa k Obrazovatelnim Resursam" information system databases (<http://www.window.edu.com>) and others.

The library funds are procured and are continuously refilled with teaching, teaching and learning, scientific literature as well as official, periodic, reference and bibliographical editions. The materials are presented both as printed editions purchased and kept at the TSTU scientific library, and as electronic editions located in the officially connected library systems.

A degree of novelty and book provision coefficient of the recommended literature fund comply with the requirements and regulations of learning process procurement according to the decrees of the Ministry of Education and Science of RF.

There are virtual back offices and services for teachers and administrative personnel members that enable teachers, employees and students to mutually exchange information and work with online resources. The services are rendered on the VitaLMS system platform (<http://vitalms.tstu.ru/login.php>).

The information is exchanged using the corporate network by interaction of teachers' user accounts and students' user accounts with various systems and subsystems of the University's Integrated Automated Information System (UIAIS).

Recommendations

1. Provide an opportunity to become familiar with the latest and newest foreign literature to provide students and teachers with the materials of global economic researches. This will allow to determine the specifics and strategic tendencies of world and Russian economic development. For this purpose, either give an opportunity to connect to foreign electronic and library systems, or the articles in foreign languages are should be sampled and further used for translation while studying the "Foreign Language" subject, and further posting the translated articles to the portal public domain.

8. Scientific-research work

Criterion evaluation: good

Strong points

The researches conducted with the participation of teachers of the programme are mainly applicative. It is conditioned both by the practical direction of education under the programme, and peculiarities of the department activity as the applied scientific department of TSTU.

Nearly 100% of results of the scientific researches are included in the learning process of the programme either directly (by inclusion in the discipline teaching and learning materials) or upon special methodical revision. The materials are partially published as illustrative material of the educational guidances prepared by teachers of the "Economics".

The "Economics" department issues annually a collection of research papers "Topical Problems of Economy, Finance, Accounting and Audit Development in the Region": Collect. of research papers under the general editorship of N.I. Kulikov, doctor of economics, professor.- Tambov: TSTU publishing house.

The research activities are carried out through the following arrangements: conduction of scientific researches; preparation and publication of monographs, chapters in multi-authored monographs, articles in journals, collection of books; speech delivery and participation at the international and All-Russian conferences; research activities of students and postgraduate studies.

Students and postgraduates take part as performers of the research work carried out on the basis of the "Economics" department out of the internal and external funding sources.

The teaching staff published the following for the years of 2015-2016:

- 61 articles in journals from the SCADT list (79 printed sheets);
- 38 articles in journals from the RSCI list (11,5 printed sheets);
- 9 monographs (96 printed sheets).

Recommendations

1. It is advised to develop a system encouraging students to engage in the scientific activity. This will enable to increase the number of public reports to be delivered by students which would contribute to perfection of training works for young specialists to be further drawn into teaching.

2. It is recommended to encourage teachers to participate in the scientific conferences within the country and abroad as invitees (plenary) reporters, for instance, to ensure financing of the participation.

3. It is advised to design the approaches and organize scientific project groups to excite a scientific interest and scientific creativity of students.

Additional material

The documents of self-assessment have included the data on monitoring results of students' opinion "Research Work Influence on the Quality of Education". The reviewers have arrived at the conclusion on insufficient engagement of students in the research work, and recommend to devise a student encouragement system for them to take part in the scientific activities.

In the course of the on-site visit of the experts, the data confirming students' participation in various competitions and academic competitions, for instance:

Marchuk Yevheniya, 3rd year:

- a winner of the student's festival of education in the law "Sinaya Ptitsa", GARANT scholarship.
- A participant of the strategy and business management championship (2016).
- International academic competition on insurance (2016).

Sinitina Kristina took part in the international statistics academic competition.

9. Employer participation in the programme implementation

Criterion evaluation: excellent

Strong points

Interaction with partners within the programme takes place in various forms encouraging employer participation in programme implementation:

- employer participation in the work of the State Qualifying Board that gives them an opportunity to assess the graduates trained under the programme and, if necessary, to attract them as candidates to internships or job openings;
- attracting students and graduates as apprentices and trainees;
- employers have a chance to take part in the Career Days, workshops and other arrangements both at the University and at the programme levels to present their internship programmes, programmes of work with young specialists, etc.;
- training programmes include business case studies prepared jointly with the partner companies management;
- joint programmes with programme's teachers and students, consulting projects in the employers' behalf are implemented.

As requested by the employers ("Sberbank of Russia" PJSC, Tambov Regional Affiliate of "Russian Agricultural Bank" PJSC), the "Ability to Regulate Relations between Credit Organization Colleagues and Clients" competence has been developed.

Employers have offered to include the elective courses "Communication Culture of a Bank Official with a Client" and "Bank Official's Psychology", the variation discipline "Bank Products and Services" in the programme.

The practicum on bank transactions within the disciplines studied is conducted by practitioners from the bank system (working at the educational institution as a second job), including former graduates. The practicums take place at the bank's territory and practice rooms of specific banks.

The studies under the "Insurance" discipline are conducted by a deputy manager of the territorial Social Insurance Fund division.

Recommendations

1. Improve the quality of final state attestation questions, as the test questions presented in the examination paper preclude from assessing formedness of the stated competencies developed pursuant to the professional standards requirements (other qualification requirements) and/or with due account for specific requests of enterprises and organizations (considering the industry).

For this purpose, it is recommended to include the practice-oriented questions related with professional problems solution in the state examination paper content by specialization in order to check graduates' readiness to basic types of professional activity and determine the level of competency formedness.

2. The employers have noted the following underdeveloped competencies of graduates (grade under the 5-point system):

- an ability to assess production and economic results of the economic entity's activity, specifically a credit organization - 3,82;
- an ability to systematize the information on financial and economic activity of an enterprise and organization, including that of a finance and credit organization - 3,86.

Such grades for the competences confer the possibility to employers to make a conclusion on a necessity to analyze the disciplines forming these competencies, and recommend that the "Economics" department management conduct expert review of these disciplines jointly with the employers' representatives.

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

Criterion evaluation: good

Strong points

Before adoption of the local legislative instrument, it is forwarded to the Student Council that, not later than within five academic days, sends a reasoned opinion on the project to the corresponding University's management body in writing.

The university have "The Provision on Settlement of Disputes between Educational Relations of Participants" prepared and approved. A right to consult the Commission is given to any participants of educational relations, including university's students (students, postgraduates, audience) and legal representatives of underage students.

Recommendations

1. It is recommended to provide students with the information on their opportunities to participate in programme management (among other things, using student councils, participation in monitoring etc.). Under the questionnaire results provided by the university and confirmed in the course of the on-site visit, it has been discovered that the majority of students are not aware how their opinion can be considered on programme elaboration and TLM update.

Additionally, a considerable part of students is not aware of its right to influence on the learning process content and conditions of delivery, therefore, a considerable part of students consider that their opinion can not be taken into account while elaborating the programme. The reviewers recommend informing students of their rights and opportunities regarding programme elaboration and TLM update through the Dean's Office, and students' representatives in the Student Council.

11. Student services at the programme level

Criterion evaluation: excellent

Strong points

For the students of the programme, there are about 20 creative clubs, studios, sections, including: Student club, volunteer center, psychological help center as well as TSTU sport club, etc. The university actively develops students' team: a number of students attracted to students' team increases.

TSTU is being developed as a leading center of university students' creativity. The youth's leisure is getting improved. The university's students have a chance to visit city theaters, museums free of charge.

The principal mass-cultural activity of students is carried out on the Student club basis the activities of which are centered on development of students' creative potential. The Student club conducts annually about 30 events

The following centers are operating on the TSTU basis:

- "Bodrost" sports and health camp;
- "Sosnoviy Ugol" recreational center;
- "Tonus" health camp.

The health resort treatment is paid for all members of the university's labour union organization at a rate of 50% for the labour union health camps of Tambov Region, and to 20% for the health camps owned by the Federation of Independent Trade Unions of Russia.

Students pay 10% of the cost of sanatorium and resort package to "Tonus" health camps on a budgetary basis.

The university students can use effective discounts amounting to 30% for treatment at "Tonus" health camps.

The financial support is granted to students based on the provision on bursarial provision and other forms of financial support for the university's students.

The students are granted a chance to pay for education in installments (the payment can be made for one year at once or for every semester).

The university has concluded an agreement with the "Russian Railways" OJSC to provide students with discounts to compartment tickets in the long distance trains at a rate of 25% of the ticket cost

Students have an opportunity to undergo training under the following extended education programmes:

- Business English (for beginners)
- English for Science and Researches
- Technologies of current management
- Practical marketing
- Appraisal business
- Real property appraisal
- State and municipal procurement management
- Information accounting systems: IC Accounting
- Taxes and taxation
- Accounting peculiarities in trade
- Accounting peculiarities in agriculture
- Accounting for a manager of small enterprise
- First-time entrepreneur: accounting and taxation
- Business planning in small business entities
- Innovation project development and management
- Production planning and organization
- Inventory management
- Financial markets and instruments
- Information accounting systems

There is a department of employment and organization of practice, which, among other things, organizes free psychological training for personal growth: "Self-confidence" and "Influence and opposition to influence".

Recommendations

1. It is recommended to engage students in activities at the university to transform them into candidates pool. This will contribute to train young specialists to be further drawn into teaching. In this regard, it is recommended to develop a system of discounts at the expense out of the extra-budgetary funds of the university for the students combining work and studying, especially if the student holds a position in the university support staff.

2. During the on-site visit, the reviewers were provided with documents confirming the attendance of additional courses and programmes by students.

Based on the analysis of data presented, reviewers have arrived at the conclusion on availability of the additional course programmes, and recommend to conduct a questionnaire survey of students to assess the importance of courses

presented, a level of satisfaction under the study results and a possible necessity to introduce extra additional courses.

12. Career guidance. Assessment of the quality of preparation of enrollees

Criterion evaluation: excellent

Strong points

Career guidance and prospective applicants' preparation for TSTU are ensured by the Continuous Education Administration, and the career guidance department and pre-university training department forming its parts.

TSTU has been actively developing a system of interaction with regional schools in various directions starting with the competitions, joint arrangements, awareness-building programmes on most essential questions of pupils of various age categories, to the multi-year joint implementation of the subject-oriented education of senior high school students.

The career guidance arrangements include:

- open days;
- career guidance lectures at schools;
- participation in teacher-parent meetings;
- conduction of cultural events for pupils;
- quests (the official group in "VK" dedicated to the quests conducted by TSTU);
- participation in the activities of subject-oriented classes;
- conferences; seminars, scientific lectures;
- competitions, championships, academic competitions (including the Regional Math Academic Competition;
- Interregional Pupil Academic Competition "Creativity is a Development Basis of Regional Economy"; professional tests, etc.

The nominations corresponding to all directions of preparation at the university are provided for within the academic competition groups.

On entering TSTU, academic competitors normally select the fields of study, corresponding to the academic competition groups and nominations in which they participated. Up to 70% of participants of the final academic competition round enter the university.

TSTU has a project "University of Discoveries" for the pupils of 5-7th forms which provides for implementation of module programmes by widely varying directions and branches of knowledge: recreational physics, history of discoveries, history of our land, interesting chemistry, live ecology, useful energetics and much more. Classes at the "University of Discoveries" are meetings of modern scientists and specialists of various scientific spheres with the 10-14 y.o. children lacking a school curriculum and seeking creativity, perception of visual environment and

self-development. The project is aimed at popularization of scientific knowledge, formation of children's interest in the topics of their parents' concern, modern science and society.

The career guidance arrangements are carried out at schools at 9 forms: speech to pupils; presentations, handouts on entry to the multi-discipline TSTU college. Based on the 9 forms - economic direction, 2 years and 10 months; mode of study - full time; level - basic; educational basis - budgetary and extra budgetary.

A student is prepared for the professional activity on accounting and property, liabilities and business transactions analysis as an accountant at the enterprises, organizations and institutions, and can perform the following types of accounting activities: accounting and analytical, economic, finance and control. Upon graduation from the college, they continue studying in an accelerated mode of study (intramural, extramural modes) at TSTU. 90% of graduates of the multi-discipline college continue studying at the university.

Potential prospective students of TSTU are prepared by the pre-university training department. Depending on the depth of available knowledge, a desire to master the profession of choice, financial situation of students of senior classes and other secondary educational institutions as well as the employed youth may select one of the provided modes of study or knowledge control systems. The most qualified teaching staff of the university is engaged in the activities with students.

Training at the courses is conducted in the fields of study combining the single discipline specialization - engineering, economic, legal and architectural, etc.

Additional material

The on-site visit results have enabled to obtain the information on the fact that a certain percent of enrolled students learnt about the university from friends, relatives, students or former graduates of the university who have recommended it for acquisition of good education with excellent employment prospects.

Based on the results of the analysis of documents and interview of programme managers, experts have obtained the information on a quantity of the events conducted during the precedent academic year. In total, 43 events were held for the year, including:

Career guidance arrangements at schools for 2016: 34 events

Surname, Name, Patronymic	Date	Event	Venue or group
Kulikov Nikolay Ivanovich	01 03 16	A conversation with the senior class pupils	Sosnovskaya secondary school No. 1
Smagina Marina Nikolayevna	01 03 16	A conversation with the senior class pupils	Sosnovskaya secondary school No. 1

Kulikov Nikolay Ivanovich	01 03 16	A conversation with the senior class pupils	Sosnovskaya secondary school No. 2
Smagina Marina Nikolayevna	01 03 16	A conversation with the senior class pupils	Sosnovskaya secondary school No. 2
Kulikov Nikolay Ivanovich	03 03 16	A conversation with the senior class pupils	Satinka secondary school
Smagina Marina Nikolayevna	03 03 16	A conversation with the senior class pupils	Satinka secondary school
Kulikov Nikolay Ivanovich	15 03 16	A conversation with the senior class pupils	Kirsanov secondary school No. 1
Smagina Marina Nikolayevna	15 03 16	A conversation with the senior class pupils	Kirsanov secondary school No. 1
Kulikov Nikolay Ivanovich	15 03 16	A conversation with the senior class pupils	Sampursky secondary school
Smagina Marina Nikolayevna	15 03 16	A conversation with the senior class pupils	Sampursky secondary school
Smagina Marina Nikolayevna	22 03 16	A conversation with the senior class pupils	Lycee No. 29
Smagina Marina Nikolayevna	23 03 16	A conversation with the senior class pupils	Municipal Autonomous Educational Institution "Educational Center No. 13 of the Hero of Soviet Union N.A. Kuznetsov"
Yershova Mariya Viktorovna	24 05 16	Farewell bell	Municipal Autonomous Educational Institution secondary school No. 36 of Tambov
Smagina Marina Nikolayevna	27 09 16	Speech before students	Rasskazovo secondary school No. 4
Smagina Marina Nikolayevna	29 09 16	Speech before students	Municipal Autonomous Educational Institution secondary school No. 1 of Kirsanov
Smagina Marina Nikolayevna	27 10 16	Speech before students	Izberdeyevskaya secondary school
Smagina Marina Nikolayevna	10 11 16	Speech before students	Training college of the regional consumer's association
Smagina Marina Nikolayevna	14 11 16	Speech before students	Tsninskaya secondary school No. 2
Smagina Marina Nikolayevna	14 11 16	Speech before students	Tsninskaya secondary school No. 1
Smagina Marina Nikolayevna	16 11 16	Speech before students	Affiliate of Municipal Budgetary Educational Institution "Tsninskaya secondary school No.2 in Donskoye village
Smagina Marina Nikolayevna	17 11 16	Speech before students	Rzhaksinskaya secondary school No. 1
Smagina Marina Nikolayevna	17 11 16	Speech before students	Rzhaksinskaya secondary school No. 2

Smagina Marina Nikolayevna	21 11 16	Speech before students	Lycee No. 29 of Tambov
Kulikov Nikolay Ivanovich	22 11 16	Speech before students	G.R. Derzhavin gymnasium No. 12
Smagina Marina Nikolayevna	22 11 16	Speech before students	G.R. Derzhavin gymnasium No. 12
Kulikov Nikolay Ivanovich	23 11 16	Speech before students	Municipal Autonomous Educational Institution Educational Center No. 13
Smagina Marina Nikolayevna	23 11 16	Speech before students	Municipal Autonomous Educational Institution Educational Center No. 13
Kulikov Nikolay Ivanovich	24 11 16	Speech before students	Municipal Autonomous Educational Institution secondary school No. 36
Smagina Marina Nikolayevna	24 11 16	Speech before students	Municipal Autonomous Educational Institution secondary school No. 36
Smagina Marina Nikolayevna	25 11 16	Speech before students	Municipal Autonomous Educational Institution Yu. A. Gagarin secondary school No. 5 of Tambov
Smagina Marina Nikolayevna	26 11 16	Speech before students	Pokrovo-prigorodnaya secondary school
Smagina Marina Nikolayevna	28 11 16	Speech before students	Municipal Autonomous Educational Institution secondary school No. 22
Smagina Marina Nikolayevna	29 11 16	Speech before students	Novoliadinskaya secondary school, Tulinovka village
Syrbu Aleksandr Petrovich	29 11 16	Professional tests	City schools

participation in the activities of subject-oriented classes for 2016

Surname, name, patronymic	Educational institution	Class	Hours per week	Discipline/mode of study
Dmitrieva Yekaterina Lvovna	Municipal Autonomous Educational Institution gymnasium No. 7	10	4	social and economic
Dmitrieva Yekaterina Lvovna	Municipal Autonomous Educational Institution gymnasium No. 7	10	4	social and economic

Lectures at school for 2016

1. 02.12 2016 Lycee No. 12 Kulikov N.I., Smagina M.N., a lecture at the subject-oriented classes 10, 11 "Financial System of the Russian Federation"
2. 06.12. 2016 School No. 36 Kulikov N.I., Smagina M.N., a lecture at the subject-oriented classes 10, 11 "Economic Crisis in Russia and Problems of Regions"
3. 13.12. 2016 Lycee No. 6 Kulikov N.I., Smagina M.N., a lecture at the subject-oriented class 11 "Pension System of the Russian Federation: Yesterday, Today, Tomorrow"
4. 22.12.2016 A great hall of TSTU, Kulikov N.I., a lecture "Economy of the Russian Federation: Figures, Facts, Assessment". Pupils of schools No. 22, 9,12,36,6, No. 1, No. 2, parents, students of economics discipline of the Institute of Economy and Culture, multi-discipline TSTU college, cooperative training college attended.

Other arrangements:

- Quests - 4 (the official group in "VK" dedicated to the quests conducted by TSTU – <https://vk.com/questtstu>).
- Regional Math Academic Competition
- Interregional Pupils Academic Competition "Creativity is a Development Basis of Regional Economy".
- "Professional tests".
- In January-February, 2016, there were regional stages of the All-Russian Pupils Academic Competitions on physics, computer science and ICT, health and safety, history organized jointly with the Education and Science Administration of Tambov Oblast to be conducted at TSTU.
- In 2016 there was a platform on the final round and XXVI Interregional Math and Cryptography Academic Competitions organized at the university

TSTU annually conducts open days - general university and directly in the Faculty, in order to attract prospective students to study under the programmes.

Open days in 2016:

October 30, 2016;

March 26, 2016;

November 20, 2016. Open days of the Institute of Economy and Culture.

SUMMARY OF THE REVIEWERS

Budovich Yuliya	
Place of work, position	Federal State Budgetary Higher Educational Institution "Financial University under the Government of the Russian Federation", professor
Academic degree, academic title	Doctor of economics, associate professor
Additional titles, degrees	
Education	Higher Education
Professional achievements	Expert of the Federal Education and Science Supervision Agency
Research interests	Economic theory, scientific research methodology, history of economic doctrines, institutional economics, macroeconomic policy
Practical experience in the direction of the programme subject to assessment	15 years
Olaf Neitzsch	
Place of work, position	Since 2012: Dr. Olaf Neitzsch Consulting – General Director Consulting with special focus on: Business Strategy; Banking; Automotive Finance (Retail - and Corporate 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, including “ZAO Toyota Bank” (Russia).
Research interests	Banking & Financial Services; Global Automotive Industry; Economics; Global Economy; Emerging Markets; BRIC Countries; Russia & CIS; Bank - & Company - Establishment; Business Development; Risk Management; Leadership
Practical experience in the direction of the programme subject to assessment	Since 2012: Dr. Olaf Neitzsch Consulting – General Director Guest Lecturer on “Automotive Finance” at a University in Germany 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 established Banks as President & CEO, including “ZAO Toyota Bank” (Russia).
Alyabedeva Irina	
Place of work, position	Business consultant, development Director, head of "Arbitration management, financial improvement and innovative business development" Training and Methodological Center of the Russian Union of auditors "Intercon-Intellect"
Education	Higher Education
Rakitina Sofia	
Place of work, position	Student, REA n.a. Plekhanov
Education	

