

Approved by

Chairman of the Advisory Council

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**REPORT**  
**on the results of the external evaluation of the educational program Translation**  
**Theory and Intercultural/Interlingual communication**  
**Master Degree**  
**Russian-Tajik (Slavonic) University**

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## **SUMMARY OF THE PROGRAM**

The Master degree program in Linguistics, specialty “Translation Theory and Intercultural/Interlingual communication” implemented by the International Educational Institution for Higher Education “Russian-Tajik (Slavonic) University” is a system of documents developed and approved by the university in accordance with the requirements of the labor market and based on the Federal State Educational Standard for Higher Education in the respective field of study (FSES HE).

Qualification (degree): Master degree, full-time education; program duration: – 2 years. Head of program: Doctor of Philological Sciences, Professor of the English Philology Chair – P. Jamshedov.

An online visit as part of the external evaluation of the program was conducted by AKKORK experts in the period from October 20 to October 21, 2020.

### ***Strengths of the program***

During interviews, students, graduates and Teaching staff of the Master program expressed overall satisfaction with their work and studies at the Faculty of Foreign Languages, which implements the Linguistics program; the Faculty has substantial material and technical resources, including a modern laboratory for simultaneous translation; has established close ties with employers, created favorable conditions for further continuation of study in the field of Linguistic education (postgraduate studies); all graduates work in their field of training and get employed within 3 months after graduation; 68% of graduates have fulfilled their career expectations; 60% were employed following the internship; 85% of graduates successfully passed an independent assessment by employers in the academic year 2019/2020; 100% of the academic disciplines (courses) are developed with the participation of employers.

### ***Weaknesses of the program***

The online visit, interviewing, self-evaluation report and direct assessment of competencies showed absence of workshops in the structure and content of the program under review; a low percentage of Final theses prepared at the request of enterprises and applied in practice (7–10%); absence of Final theses that were applied in businesses, as well as successfully commercialized results of research of students; absence of a graduate demand monitoring service.

### ***Main Recommendations***

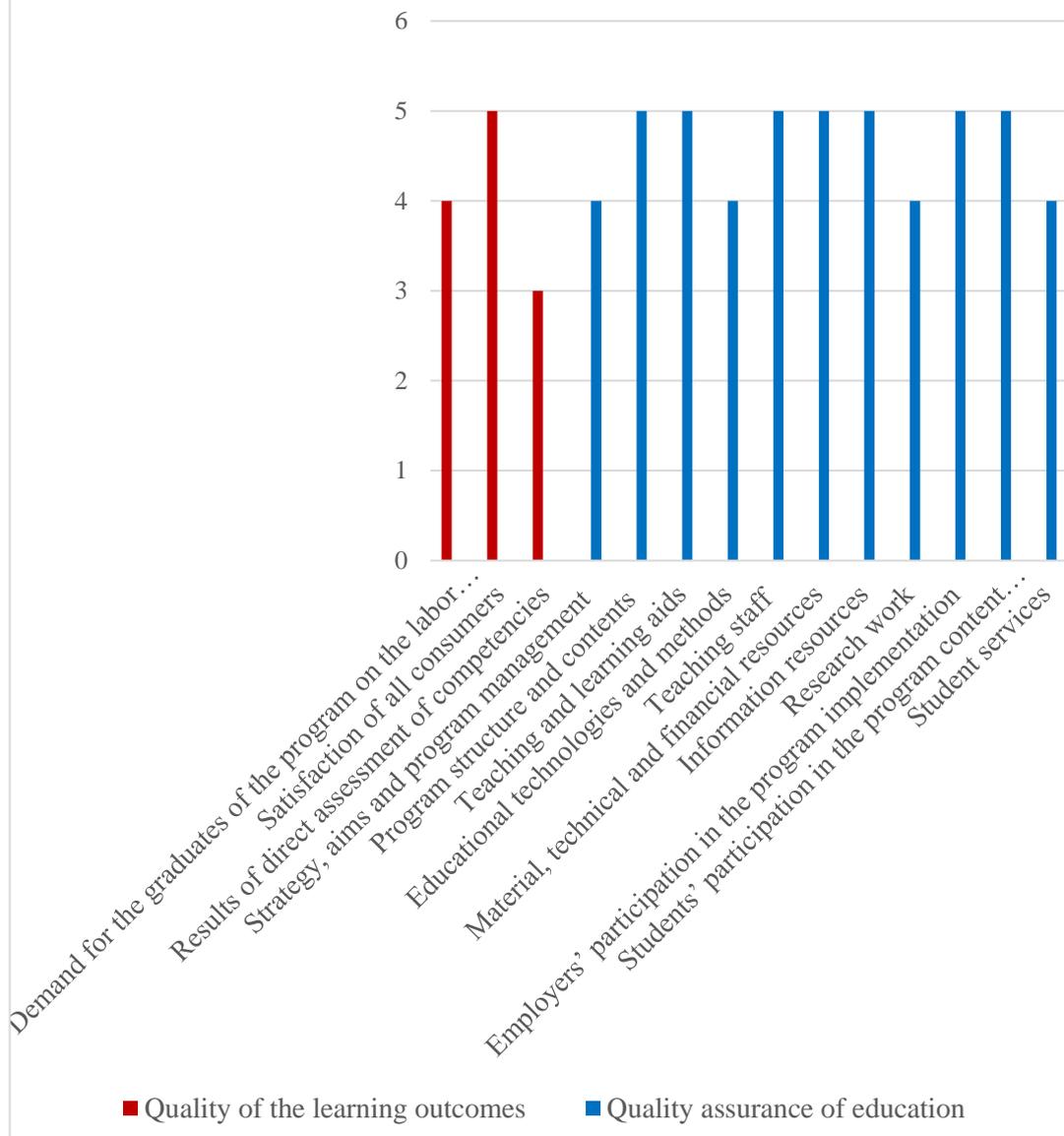
It is advised to set up a service for monitoring the demand for graduates at the higher educational institution; regulate interaction with employers in regulatory as well as practical terms in order to receive requests from them for the development of Final theses topics, the results of which could be further applied in the practical activities of enterprises; to encourage students to launch their own start-ups in the field of study or

related areas; to incorporate workshops involving employers in the content of the educational program.

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

| No.       | Criterion                               | Assessment   |                     |
|-----------|---|--|---------------------|
| <i>I</i>  | <i>Quality of the learning outcomes</i> |  |                     |
|           | 1.                                      | Demand for the graduates of the program on the labor market  | <i>good</i>         |
|           | 2.                                      | Satisfaction of all consumers                                | <i>excellent</i>    |
|           | 3.                                      | Results of direct assessment of competencies                 | <i>satisfactory</i> |
| <i>II</i> | <i>Quality assurance of education</i>   |  |                     |
|           | 1.                                      | Strategy, aims and program management                        | <i>good</i>         |
|           | 2.                                      | Program structure and contents                               | <i>excellent</i>    |
|           | 3.                                      | Teaching and learning aids                                   | <i>excellent</i>    |
|           | 4.                                      | Educational technologies and methods                         | <i>good</i>         |
|           | 5.                                      | Teaching staff   | <i>excellent</i>    |
|           | 6.                                      | Material, technical and financial resources                  | <i>excellent</i>    |
|           | 7.                                      | Information resources  | <i>excellent</i>    |
|           | 8.                                      | Research work  | <i>good</i>         |
|           | 9.                                      | Employers' participation in the program implementation       | <i>excellent</i>    |
|           | 10.                                     | Students' participation in the program content determination | <i>excellent</i>    |
| 11.       | Student services                        | <i>good</i>  |                     |

## Assessment profile of the learning outcomes and education quality assurance



## QUALITY OF THE LEARNING OUTCOMES

### *1. Demand for the graduates of the program on the federal and regional labor market*

*Criterion assessment: good*

#### *Analysis of program's role and place*

In present-day conditions Republic of Tajikistan shows high demand for professionals who are fluent in the Russian language, which is an instrument for professional activity. The International Educational Institution for Higher Education RTSU is currently the only higher educational institution in the Republic of Tajikistan that provides training in this field in accordance with the Federal State Educational Standard in the official language of the Russian Federation.

The strategic priority of the program is to prepare highly sought-after, competitive professionals in Linguistics (Master's level), specializing in Translation Theory and Intercultural/Interlingual communication, with well-developed general and professional competencies, open to the prospect of enriching one's creative potential, capable of continuing one's education (in particular by self-education), navigate the labor market and successfully build one's professional career in conditions of development of the regions of Russia, regions of the Republic of Tajikistan, certain industries, and individual enterprises.

Various recruitment agencies, such as <https://hh.ru/>; <https://somon.tj/vakansii/obrazovanie-kultura-iskusstvo/>; <https://www.domkadrov.ru/> and others, indicate demand for Russian and Tajik linguistics and translation professionals in the Republic of Tajikistan as well as the Russian Federation.

Another major University of the Republic of Tajikistan offering Master's degree training in Linguistics, specializing in Translation Theory and Intercultural/ Interlingual Communication (with English as the First Foreign language) is the Khujand State University in Khujand providing the training to a total of 70 students but with Tajik as the primary language of training.

Graduates of the program in RTSU mainly work as teachers at language Chairs of the RTSU and in other universities in the Republic of Tajikistan, and teach in international schools. Apart from teaching, graduates are engaged in translation for international organizations and private companies.

The self-evaluation data was confirmed during the online visit (interviews with graduates and employers as well as working students of the program). It should be noted that:

- the share of employers who believe that the objectives of the program fully meet the needs of the labor market – 72,7%;
- the percentage of graduates working in their field of study – 100%;
- the percentage of graduates who got employed within 3 months after graduation – 100%.

Thus, it is safe to state that 100% of the graduates fully and mostly meet the requirements for modern specialists in the industry.

### ***Analysis of information indicators submitted by the higher education institution***

- The percentage of students combining study at the higher education institution with work in their specialization field – 82%.

- The percentage of graduates who found employment within one year after the graduation from the educational institution in the field of education (specialization)– 100%.

- The percentage of graduates employed on request of employers – 60%.

- The percentage of students trained on request of employers, for example, under tripartite (target) agreements – 0%.

- The percentage of graduates working in their specialization field within the region – 77,3%.

- The percentage of graduates working in their specialization field outside of the region – 22,7%.

- Number of complaints on graduates – 0%.

- Number of positive feedbacks on graduates from organizations – 100% employers' feedback.

- The percentage of students in the program who have been enrolled in Master's degree program after graduation from the Bachelor degree programs is 48.6%.

- The share of graduates in the program as compared to that of graduates of all other universities in the region in the program is 16%.

Graduates distribution data was provided according to the results of self-evaluation conducted by the educational institution. The data provided by the educational institution was verified during the study of relevant documents.

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

### ***Criterion assessment: excellent***

17 employers were interviewed, employing a total of 22 graduates of the Master Linguistics program. Based on the survey, the following relevant competencies for employers were identified: GPC-24, 28; PC-4, 6, 7, 9, 20, 43, 46.

The survey showed the graduates to have the necessary competencies. 82% of employers rated the level of competency formation at 5 on a 5-point scale, where 5 points means high and 1 point means low, and 18% of employers rated the level of competency formation at 4 points. Thus, 100% of the graduates fully or mostly meet the requirements for modern specialists in the industry.

84% of graduates have successfully passed the independent assessment (an independent assessment was conducted in 2019 by J. Nazriev, Doctor of Philological Sciences, Professor, Director of the Institute of Language, Literature and Art of the RT Academy of Sciences).

The independent assessment showed that students of the Master's program mostly possess professional competencies that allow them to address challenges in research-related occupational activity and in professional translation (22 working graduates have been surveyed, 16% - satisfactory; 48% - good; 37% - excellent).

The percentage of employers who believe that the competencies of graduates of the program:

- are substantially compliant with the requirements for modern professionals in the industry – 82%;
- mostly meet modern requirements for professionals in this industry with minor deficiencies – 18%;
- there are few graduates whose competencies meet modern requirements for professionals in this industry – 0%;
- do not meet the requirements for professionals in this industry – 0%.

The percentage of graduates who are satisfied with their learning outcomes is 100%.

### **3. *Direct assessment of competencies by reviewers***

#### ***Criterion assessment: satisfactory***

In the course of the online visit, a direct assessment of the competencies of final-year students was made.. Five 2nd year students took part in the direct assessment, which is 33% of the final year course.

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

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

- Assessment of competencies that describe the student's personal qualities as an integral part of one's professional competence:
  - possession of principles of thinking, the ability to analyze and generalize information, setting goals and choosing ways to achieve them, oral and written communication skills (GC-8)
  - the ability to understand the social significance of their future profession, high motivation to perform professional activities (GC-16).

To carry out a direct assessment of the competencies developed, experts used the following evaluation tools:

Questions asked:

- What is the role of translation and translators in the modern world?
- What is the most important aspect of translation as an occupation?

- Assessment of professional competencies (core competencies), including competencies that reflect the requirements of the regional and/or federal labor market, depending on the main consumers of program graduates:
  - the ability to use the terminology of Philosophy, Theoretical and applied linguistics, Translation studies, Language teaching and the Theory of intercultural communication to address professional challenges (GPC-13);

- the ability to see interdisciplinary connections between the subjects (modules) and understand their significance for future professional activities (GPC-16).

To carry out a direct assessment of the competencies developed, experts used the following evaluation tools:

Questions asked:

- What is the object of research in communicative linguistics?
- What is the role of language personality theory for modern linguistics in general and translation theory in particular?

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

- knowledge of the features of the formal, neutral and informal communication registers (GPC-5);
- knowledge of the conventions of speech communication in a foreign language speaking community, the rules and traditions for intercultural and professional communication with native speakers of the language studied (GPC-6).

To carry out a direct assessment of the competencies developed, experts used the following evaluation tools:

Questions asked:

- 1) What do you think about the typical mistakes in translation from Russian into English and from English into Russian?
- 2) What are the main differences between the Tajik language and the Russian language?

Based on the results of a direct assessment of competencies, experts identified the following level of competency formation:

| Level<br>Share of students   | Sufficient level<br>(students coped with 80 % of the proposed tasks) | Acceptable level<br>(percentage of the solved tasks is from 50 to 79 %) | Low level<br>(percentage of the solved tasks is less than or equal to 49 %) |
|--|--|---|---|
| Assessment of competencies that describe the student's personal qualities as an integral part of one's professional competence |  |   |   |
| 90%  | +  |   |   |
| 10%  |  | +   |   |
|  |  |   |   |
| Assessment of competencies aimed at the development, maintenance and improvement of communications                             |  |   |   |
| 50%  | +  |   |   |
| 30%  |  | +   |   |

|   |   |   |   |
|---|---|---|---|
| 20%   |   |   | + |
| Assessment of professional competencies (core competencies), including competencies that reflect the requirements of the regional and/or federal labor market, depending on the main consumers of program graduates |   |   |   |
| 50%   |   | + |   |
| 30%   | + |   |   |
| 20%   |   |   | + |

When assessing the quality of education, experts reviewed 5 Final theses, which was 28 % of last year's Final theses in this field. The experts conclude that the reviewed theses meet the requirements stated below as follows:

### FINAL THESES

| №  | Assessment criteria   | Reviewers' comments  |
|----|---|--|
| 1. | Topics of GQW correspond to the field of training and the current level of development of science, engineering and (or) technology in the program field.  | 100% compliant   |
| 2. | Tasks and contents of GQWs are aimed at confirmation of formation of competencies of the graduate.  | 100% compliance in the formation of competencies in the field of Linguistics   |
| 3. | Degree of use of the materials collected or received during the pre-degree internship and course projects in the implementation of independent research parts of the GQW.                               | 100% compliant   |
| 4. | The topics of GQW are determined by the requests of industry organizations and the tasks of experimental activities, implemented by the teachers of the HEI.  | 10% of theses topics are determined by the requests of industry organizations. |
| 5. | GQW results find practical application in industry.   | 7% of theses results find practical application in industry.                   |
| 6. | Degree of use of the research results of the Chair's, Faculty's and third-party research and production and / or research organizations in the implementation of independent research parts of the GQW. | 100% compliant   |

### *Reviewers' recommendations and conclusions*

The demand for graduates of the Linguistics program Translation Theory and Intercultural/Interlingual communication is quite high, since all of the graduates work in

their field of study; they have satisfactory knowledge in the field of the foreign languages studied (according to the direct assessment of competencies); individual career expectations of 68% of graduates fully coincide with their real professional activity; absence of complaints on graduates of the program; 60 % of graduates received job invitations as a result of their internship and were employed at internship locations; 82% of employers claim that graduates fully or mostly meet the requirements for modern specialists in the industry; the survey showed that 72% of graduates were fully satisfied with their learning outcomes. Many graduates of the program continue to work at the RTSU, in particular as teachers at various Chairs of the Faculty of Foreign Languages, which also shows that graduates of the program have a sufficient level of expertise to perform professional activities in the field of theory and practice of translation, intercultural communication, foreign languages, and foreign language teaching.

Weaknesses consist in the small share of theses that were applied in industry and that were prepared at the request of enterprises/organizations (10%).

Professionalization of training should be a focus. Students talk about learning English but not about courses in interpretation and translation, terminology studies, IT in translation, and specialized translation theory.

### ***Recommendations***

To increase the share of Graduate Qualification works prepared at the request of enterprises/organizations, which could be further applied in enterprises/organizations.

The higher educational institution's structure does not include industrial Chairs of leading employers. It is worth considering this possibility of increasing professionalization or at least to intensively incorporate in the educational process new interactive forms of classes, most importantly workshops and employer-delivered training.

The establishment of an independent structural unit responsible for continuous monitoring of the quality of education will also undoubtedly contribute to education quality improvement.

## **QUALITY ASSURANCE OF EDUCATION**

### ***1. Strategy, aims and program management***

***Criterion assessment: good***

#### ***Strengths***

During the online visit, interviews with graduates and employers, and while studying the self-evaluation report of the Linguistics program Translation Theory and Intercultural/Interlingual communication it was found that RTSU has approved the Regulation on Interaction and Cooperation with Employers and the Regulation on Internal Monitoring of the Quality of Education, which envisages the program's updating in accordance with changing labor market conditions; the program is

consistent with the market's needs in terms of its objectives, which was confirmed by 83% of employers; the quality of the program is controlled during professional accreditation held once every five years (the last accreditation took place in 2016).

Since graduates know not only their native Tajik language but also Russian, English, and German, they enjoy broad employment opportunities both in the Republic of Tajikistan and abroad; there are close ties with employers involved in the development of various disciplines, internship programs, FSE, defining competencies, and research activities of the university.

### ***Recommendations***

It's recommended to provide more specialized theses' topics, it will add more applicability to the research of students. The implementation of theses at the request of employers will also improve graduates' employment opportunities.

### ***Additional information***

The employers interviewed during the online visit, showed a high degree of satisfaction with the level of competencies formation of program graduates.

During the online visit, the reviewers interviewed students and teachers and obtained data that allows the reviewers to conclude that the interviewees are highly satisfied with the quality of the program (86,7 % of students).

In the course of the online visit, interviews were conducted with the Teaching staff involved in the implementation of the program, which gave proof of an overall high assessment of the quality of the program.

Upon the results of the interview, reviewers conclude that the quality of the educational program is quite high.

## ***2. Program structure and contents***

### ***Criterion assessment: excellent***

#### ***Strengths***

The competency model of the program's graduate, a specialist in Linguistics, Translation theory and practice, Tajik, Russian and other foreign languages, has been recognized by the State, the regional labor market, social partners, and students. To ensure the quality of the program, Evaluation tools Fund and FSE syllabi, the opinion of various stakeholders is taken into account; questions for the FSE and evaluation criteria allow to assess the extent to which the stated competencies have been developed; employers involved in the development and approval of the program, disciplines' syllabi, and practices, prepare students' profiles at the end of their internships and participate in the FSE. 100% of disciplines' and practices' syllabi have been approved by employers.

The organization of the educational process specializing in Translation theory and practice meets the requirements of the Federal State Educational Standard in

Linguistics. All TLA of the program are built in accordance with the types of training sessions and educational works that are in full compliance with the content of the program and include all the academic disciplines necessary for the development of the stated competencies. Practices contribute to the development of practical skills necessary for a graduate of the program.

The curriculum of each subject (module) in this specialization clearly specifies the final learning outcomes required in the professional activity of a Master's degree graduate.

### ***Recommendations***

Since the share of theses implemented at the request of enterprises is only 10%, and the practical application of research works of students is only 7%, it is recommended to increase the number of GQW topics which are developed with partner enterprises of the program; to develop GQWs that could be used by small and medium-sized businesses; and include workshops in the program structure and content; to provide further development of electronic information and educational infrastructure.

During the online visit, experts held meetings with students and alumni of the evaluated program. One of the issues discussed was the correspondence of the structure and content of the program to the expectations of the direct consumers of the programs - students. Upon the results of the meetings, experts conclude that students and alumni are fully satisfied with the structure and content of the program.

### **3. *Teaching and learning aids.***

***Criterion assessment: excellent***

#### ***Strengths***

The development of all TLA involves Teaching staff of the Chair as well as employers. 82,3% of the TLA have been approved by the key representatives of the labor market and the external scientific community.

Employers take part in the preparation of syllabi, practices syllabi, guidelines for seminars, practical classes, and materials for independent work.

Ties with the industry are represented by the fact that 25,1% of TLA are developed on the basis of real cases, and 10% are provided by employers.

Work experience internship tasks partly match training practice tasks but have a more in-depth functional load. During experience internship, students have to directly implement them. The assignment for predegree practice contains a complete list of assignments for research practice with the addition of conducting experimental work on the respective research topic.

#### ***Recommendations***

- Develop the project "Improvement of the electronic information and educational environment in order to improve the quality of education and develop professional competencies of RTSU graduates", which provides for the development of electronic modules in disciplines for organizing multimedia online and offline training.
- Make the implementation of e-learning at the program level part of the higher educational institution's strategy.

#### **4. *Educational technologies and methods.***

***Criterion assessment: good***

##### ***Strengths***

The educational technologies used as well as methods of preparing and conducting the main types of training sessions, enable the mastering of training courses and contribute to the achievement of the stated objectives of the program. The use of educational technologies and techniques is regulated by internal standards.

Currently, reviewers can state full-scale implementation of the following types of educational technologies at the university: integrated learning technologies and face-to-face technologies. And the priority of the university is the development and subsequent implementation of distance learning technologies that are in high demand given the current situation.

Active (interactive) forms of classes such as role-playing and business games, seminars, lectures, presentations, trainings, etc are used in the educational process. Due to the involvement of such a variety of technologies and techniques, it is possible to fully cover the content of training courses and develop stated competencies.

The technologies and methods used in the educational process are reflected in the disciplines' syllabi.

The results of mastering each discipline should be considered in conjunction with others, because they are all aimed at achieving a single goal, namely the development of the necessary competencies. The technologies and techniques used in the educational process are accompanied by a variety of TLA.

When developing the TLA, the opinion of both employers and students is taken into account, as evidenced by the interviews data.

The university's Teaching staff is constantly improving the TLA used in the educational process. The adjustment process is monitored by the management through the Teaching and Learning Department.

##### ***Recommendations***

Interactive technologies (trainings, business games, etc.) are not widely used in the educational process, and the Electronic Information and Educational Environment is not used to the extent to which it is widely used at Russian universities. The program

implemented under the RF FSES needs to expand the opportunities of multimedia online and offline learning, so the project "Improvement of the electronic information and educational environment in order to improve the quality of education and develop professional competencies of RTSU graduates", which includes the development of electronic modules in the disciplines to organize multimedia online and offline learning, as well as the implementation of e-learning at the program level, deserves all the support.

## **5. *Teaching staff***

***Criterion assessment: excellent***

### ***Strengths***

The staffing of the Chair is made in accordance with the Regulations on the Procedure for Recruiting Academic and Pedagogical Workers in Higher Educational Institutions of the Russian Federation under an employment contract with preliminary competitive selection.

The educational process involves personnel whose qualifications allow for implementing the educational process using approved educational technologies and methods. Only teachers who have passed competitive selection are involved in the educational process. The competitive selection of Teaching staff takes into account the results of scientific, Teaching and Learning, organizational-methodical, and innovative activities and training of the Teaching staff in accordance with the requirements of the university.

The percentage of Teaching staff who completed advanced training (internship and/or retraining) in specialized organizations (in the educational program's field ) over the last 3 years from 2017 to 2019 is 100% .

### ***Recommendations***

Over the past three years, not all the Teaching staff have completed advanced training or internships on the use of approved technologies and techniques. 14 teachers are involved in the program implementation process, 9 of them (64, 2%) have certificates of further training which allow for implementing the educational process using approved educational technologies and methods.

It is necessary to create appropriate conditions for professional development of all Teaching staff members.

### ***Additional information***

Professors and teachers involved in the program implementation are highly qualified and sought-after as professionals. A certain percentage of teachers is therefore invited to other educational institutions to give lectures, specialized courses, and act as GQW mentors (2 teachers, namely Jamshedov, Doctor of Philological Sciences,

Professor N. Saifullaev, Doctor of Philological Sciences, and Associate Professor G. Sadieva, PhD in Philological Sciences).

## **6. *Material, technical and financial resources of the program***

***Criterion assessment: excellent***

### ***Strengths***

To ensure effective and efficient organization of the training process, the operational department of the HEI has 12 buildings and facilities, including dormitories and public catering places. The total area of the facilities used is 34231 m<sup>2</sup>. The total number of personal computers is 943, with specialized licensed software installed on them. The university has an electronic library. The library stock consists of over 119,896 titles.

69.5% of the classrooms, including the Chair's premises, are equipped with resources that ensure the availability of information necessary for the effective activities of the educational process participants. There is a language lab (No. 111), a simultaneous translation room (No. 212) at the Faculty of Foreign Languages, and the RTSU Center for the Development of Professional Competencies. 95% of the teachers are satisfied with the quality of classrooms, laboratories, Chairs, the library's stock and reading hall.

### ***Recommendations***

The use of well-equipped classrooms is not possible without good ICT capabilities of the university, which create opportunities for the DL system, e-learning, etc.; these need to be developed.

## **7. *Information resources***

***Criterion assessment: excellent***

### ***Strengths***

The university has an electronic educational environment at [www.rtsu.tj/ru](http://www.rtsu.tj/ru)  
<https://eiosrtsu.ru/>

The students and Teaching staff of the university have access to the curricula, syllabi of disciplines (modules), practices, titles in electronic library systems and electronic educational resources that are referenced in the syllabi; the timetable and the course of the educational process, the results of interim control and the learning outcomes of the program; the university uses kreuch to support its credit-rating system. This system contains all basic information on full-time education such as the number of students, information about scores, test assignments for the final examination, transcripts, cumulative and summary statements for academic groups by subjects. Data is to be entered into the system directly by teachers (in terms of points); all other

information is generated by employees of the RTSU Center for Information Technologies and Distance Learning with the participation of Teaching staff.

The project "Improvement of the electronic information and educational environment in order to improve the quality of education and develop professional competencies of RTSU graduates" also included the development by the Teaching staff of online courses in certain subjects that are available on the RTSU educational portal at <http://rtsu.inoo-omsu.ru>.

Students and teachers of the university have access to the following scientific information resources:

- Russian electronic library systems like Lan ELS and Urait ELS;
- access to foreign electronic resources of the Springer Nature publishing house in accordance with the official notification letter of the Russian Foundation for Fundamental Research (RFFR) No. 628/1 dated 24.05.2018 on granting licensed access to the content of the Springer Nature publishing house databases in 2018 on the terms of a national subscription. The possibility of granting the University access to full-text scientific resources of foreign publishers Springer Nature and Elsevier in 2020 is being discussed.

### ***Recommendations***

It is advisable to optimize the ICT capabilities of the university, to create opportunities for the DL and e-learning system, without which the use of well-equipped classrooms is not possible.

## **8. *Research work***

***Criterion assessment: good***

### ***Strengths***

The organization of research work of teachers in the program uses the following integral approach:

- 1) research work which implies creating new theoretical approaches, achieving results in the areas of obtaining new knowledge and their application (fundamental and applied research);
- 2) research and methodological work, which implies developing new methodological approaches and techniques and creating new learning materials based on them;
- 3) Teaching and Learning work, which involves the introduction of T&L developments into the educational process.

Teachers of the Chair can therefore perform Chair-based work on university-wide (all-faculty) and the Chair's research topics based on the list of research topics approved by the Academic Council of the University. The data provided makes it clear that over the last three years (2017-2019) the Teaching staff involved in the program have published a total of 24 titles, that is, 8,2 % of the total number of articles published by the University.

The high quality of the organization of research work of students (R&D) should be noted, which is one of the important components of training of highly qualified professionals. During the past year, students of the university have taken part in scientific events of various kinds at the University and abroad: conferences, symposiums, round tables, seminars, forums, Olympiads, competitions, and expeditions.

The University runs a project titled Parallel Russian-Tajik Unit Based on the National Unit of the Tajik Language, and a research laboratory for Interdisciplinary Applied Research has been created based on the Parallel Unit.

Also Master students are involved in the work on digitalization and recognition of texts, so, during the practice of the 1st course the full-time and part-time students were involved in the digitalization and recognition of texts of several Tajik books. In total, a collection of modern literature texts with 9 million word forms has been processed, it is available online at [www.tajik.web-corpora.net](http://www.tajik.web-corpora.net).

In accordance with the annual research plan for 2019, Teaching staff involved in the program worked on 13 scientific topics, including 12 theoretical ones and 1 methodological. Teaching staff of the program presented a total of 41 reports at scientific conferences within the country as well as abroad over the reporting period. A total of 22 research articles were published in 2019, including 16 articles in the Scopus and Web of Science databases.

The results of the research are used by teachers in the development and publication of lecture courses and practical materials for their subjects, when writing the scientific and educational literature, in preparation for practical classes and by students when writing course papers, Graduate Qualification works and Master theses.

### ***Recommendations***

Neither patents nor certificates of compliance of research results with Russian and international quality standards have been obtained over the past three years. It is recommended to step up work in this direction.

There is a lack of research projects that have been applied in the real sector of the economy. It is recommended to encourage students to launch their own start-ups in the field of study or related areas.

### ***Additional information***

Some theoretical statements of the thesis of N. Zarifi "Comparative analysis of the lexico-semantic group for "body parts" in Tajik, Russian and English" were used in lexicographic developments as well as in the activities of the Institute of Language, Literature and Art, RT Academy of Sciences.

## ***9. Employer participation in the program implementation*** ***Criterion assessment: excellent***

### ***Strengths***

The strengths of the program under analysis include the active participation of employers in the training of students and their further employment: participation in the

development of the program, subject syllabi, practices syllabi, analysis and assessment of evaluation tools, participation in the FSE as reviewers and supervising of theses (e.g. Professor S. Aliev, Head of the Department for English Teaching Methodology, Tajik State Pedagogical University), holding of workshops (e.g. G.F. Sadieva, PhD in Philological Sciences, Associate Professor, Head of the Department of Languages and Humanities of the Tajik State Institute of Design and Technology), participation in Chair meetings, independent assessment of the competencies of students and graduates; employers participate in the research and educational activities of the Faculty of Foreign Languages, their research works are published in RTSU collections of research papers. Levels of competencies formation in the framework of the approved professional competencies according to the Federal State Educational Standard for Higher Education specializing in Translation Theory and Intercultural/Interlingual communication have been developed in cooperation with employers; further training programs are being implemented (for example, in December 2019, a further training program Current Issues in the Theory and Methodology of Teaching English was offered with a workload of 72 hours, with the participation of 20 school teachers in Dushanbe). The RTSU has approved the Regulation on Interaction and Cooperation with employers; among the leading employers and social partners are the Institute of Language, Literature and Art of the Academy of Sciences of the Republic of Tajikistan, the Russkiy Mir Foundation, the Tajik Society of Friendship and Cultural Ties, etc.

### ***Recommendations***

Using the substantial resources of the Faculty of Foreign Languages (technical, HR, scientific, educational and methodological) to expand the scope of further professional education, in particular translation specialization, that could serve as a way for involving employers in the implementation of the program.

The above allows reviewers to conclude that the current practice of involving employers in the process of updating and implementing the program as well as the management processes involving interaction with employers allow students to achieve the stated learning outcomes while enabling the management to adapt the program to changing conditions in the labor market. The experts' recommendation is that the procedure for accepting theses requests from employers should be adjusted across the Faculty of Foreign Languages or the higher educational institution according to the needs of the market and with the aim of further applying the results of research work by students of the Master's program in the activities of enterprises and organizations.

### ***10. Students' participation in the program content determination***

***Criterion assessment: excellent***

#### ***Strengths***

Master students can participate in the management of the program through a curator, making their suggestions weekly during curatorial hours. The curator passes

these proposals along the hierarchy if they are appropriate for the implementation of the program or for the educational institution as a whole.

Students regularly take part in intra-university surveys conducted by the Department for Monitoring Educational Activities of the T&L Department. To take students' opinions into account when evaluating the quality of classes, an annual survey is conducted to rate teachers. The student survey and interviewing during the online visit showed that the opinion of students is taken into account when evaluating the conditions created for independent work (80% are satisfied) and when updating the TLA (60% believe that it is taken into account). The vast majority of students assess the quality of education positively (60% - "excellent"). 80% of students believe that conducting research improves the quality of education.

In order to encourage students to participate in the management of the university, various incentive measures are applied (additional points, certificates of appreciation, monetary rewards for active participation in community life, prizes in Olympiads, projects, grants, sports competitions, scientific conferences, etc.).

The results of the independent assessment of students' participation in workshops, seminars and trainings held by representatives of the business community and employers are discussed at Chair meetings. Based on the results of workshops held at the higher educational institution, changes are made at the discretion of teachers to the content of the theoretical and practical part of the disciplines related to the respective workshops.

Information from students can be received directly through the General Department of the university. Complaints are handled in several ways:

- curators → Chair → Dean's office → Vice-Rector → Rector;
- student → Department of Education and Youth policy;
- student → Rector.

***Recommendations: none***

***Additional information***

Based on the analysis of the data provided, the experts conclude that the existing practices of students' participation in the evaluation of the quality of the program, determination of its content, and consideration of the students' opinions in its implementation are effective.

***11. Student services at the program level***

***Criterion assessment: good***

***Strengths***

The RTSU Department of Education and Youth Policy carries out diverse activities in order to increase the spiritual, moral, cultural, aesthetic, intellectual, and physical potential of students. Functioning since January 2016, the Youth Resource Center is an extensive system that integrates diverse student associations, implementing

the concept of student self-government development, which is one of the priorities among the current goals, including the formation of personal and social competencies in students, as well as ensuring rich student leisure and recreation. The university has 18 permanent creative clubs and studios (the Art Club, the Craft Club, the Prometheus Literary Club, etc.).

Cultural and sports events for students in the program and across the university are held in accordance with the RTSU educational work plan approved for the academic year by the Academic Council. Events are held at least 10 times a year. Due to the multinational nature of its population, the higher educational institution strives to take into account the characteristics of the university and the cultures and traditions studied when conducting such events.

The university has an electronic library hall, where students have access to online learning resources, web-based information resources for preparing for classes, as well as the ability to scan the necessary materials and download information. Students are provided with social and psychological support according to situational realities by employees of the Department of Education and Youth Policy, the Council of Women and Girls, and other initiative associations.

Employees of the respective departments help students to execute and receive the necessary documents issued by the university: certificates confirming training, authorization notes, test and examination sheets, etc.

At the level of program implementation, there are following mechanisms of financial support for students:

- trips to sports and recreation camps;
- monetary awards and financial assistance;
- travel privilege on railway, air, river and road transport;
- targeted payments to orphan students;
- targeted payments to students with disabilities and low-income students.

A student is given the opportunity to get a discount on tuition fees if he/she combines studies with work in the educational institution, as well as transfer from paid to state-funded training if he/she demonstrates excellent results in studies, research and activity in the educational institution's community life.

The RTSU provides students with the opportunity to take additional courses and programs, such as internships abroad.

Acting as the internal staffing agency at the premises of the Economic Faculty there is a Centre for Innovation Business and Recruiting.

### ***Recommendations***

Attention should be paid to the increase of the financing of active recreation, physical training, to ensuring decent social and residential conditions, etc., meals at preferential prices and health resort treatment for students.

### *Additional information*

During the online visit, the experts were provided with documents confirming the students' attendance of additional courses and programs. The percentage of students enrolled in the program who attend various additional courses and programs is 10%.

Having analyzed the data provided, experts concludes that there are a large number of student services at the educational institution that enable a comfortable learning environment, meeting the emerging needs of students and creating opportunities for personal development.

## Curriculum Vitae of Experts

Name: Vera Mityaguina

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|---|--|
| Employer, position  | Federal State Autonomous Educational Institution for Higher Education Volgograd State University, Head of Chair of Theory and Practice of Translation  |
| Academic degree, Academic title                               | Doctor of Philological Science, Professor  |
| Honors  | RF Honored Worker of Higher Professional Education   |
| Education   | higher   |
| Professional achievements                                     | More than 200 scientific and educational works published in Russia and abroad; expert of the Russian National Science Foundation and the Russian Foundation for Basic Research, expert of the Federal Textbook project, Head of the DAAD program in Partnership of German Studies Institutes in Russia (2013 till present), Head of the Volgograd branch of the Union of Translators of Russia, member of 2 Dissertation Councils. |
| Research interests  | Language theory, Communication theory, Translation theory, methodology and didactics, Discursive linguistics   |
| Practical experience in the field of the program under review | Head of Linguistics program since 2011 (included in the list of the Best Programs of Innovative Russia); Head of the Chair of Theory and Practice of Translation since 2005, total research and teaching experience: 35 years.   |

Name: Irina Tupitsyna

|   |   |
|---|---|
| Employer, position  | Awatera Translation Academy, developer and leader of translation training courses.  |
| Academic degree, Academic title                               | Doctor of Philological Science, Professor   |
| Honors  | RF Honored Worker of Higher Professional Education  |
| Education   | higher  |
| Professional achievements                                     | More than 140 scientific and educational works published in Russia and abroad.  |
| Research interests  | Speech communication, Cross-cultural communication, Culture and Psychology of business communication, Public speaking, Theory and Practice of translation, English for business communication and special purposes. |
| Practical experience in the field of the program under review | 18 years  |

Name: Yulia Klinkova (student)

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|---|--|
| Employer, position  | Federal State Autonomous Educational Institution for Higher Education Volgograd State University, student specializing in Linguistics, field of study: Theory and Practice of Interpreting and Translation   |
| Academic degree, Academic title                               | No   |
| Honors  | No   |
| Education   | higher, Bachelor degree, Linguistics, field of study: Translation and Translation Studies  |
| Professional achievements                                     | Bachelor's degree in Linguistics, magna cum laude  |
| Research interests  | Linguistics, Translation studies   |
| Practical experience in the field of the program under review | interpreting during a tour within the framework of the International seminar "Transformation of the European Security System: Risks and Opportunities" and at the International Forum "Volgograd Dialogue"; interpretation and translation at Volgograd Ceramic Plant and the State Budgetary Institution Old Sarepta Historical, Ethnographic and Architectural Museum. |