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
Sociology Bachelor degree programme

Saint Petersburg University

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SUMMARY OF THE PROGRAMME

The programme «*Sociology*» is implemented by the Faculty of Sociology and it results in Bachelor qualification awarding. The programme is implemented under the direction of *Doctor of Social Sciences, professor of the Department for theory and history of Sociology, Golovin Nickolai Alexandrovich.*

The site visit within the scope of the procedure of the programme external assessment is carried out by AKKORK reviewers within the period of September 24 - 25, 2018.

Strong points of the programme under analysis

Along with MSU the Saint Petersburg State University has the largest experience in training of sociologists in the Russian Federation - 29 years. Such a significant period of work allowed to create a serious basis for successful implementation of modern programmes for sociologists:

- reputation of one of the most stable and at the same time creative centers of sociologists training in the RF what allows to involve the most trained applicants (average amount of the obtained points in the Unified State Examination for all entrance examinations in 2017 for budgetary places is 271.55 points and for contractual places is 229.89 points), productively contact with the city authorities, sign agreements with Russian and foreign partners for cooperation, carrying out of scientific research work and employment of the graduates etc.;

- the professionally strong teaching staff (30.4% of DSc and 54.5% of Ph.D) that continuously improves its professional skills and that is fostered by the most successful graduates of the Faculty, Ph.D and DSc who defended their diplomas in the Saint Petersburg State University and that carry out scientific researches (the work on 155 scientific research works and grants is carried out and continues to be carried out in the Faculty for 2015 - 2018), that create the learning and teaching basis sufficient for provision of the educational process in accordance with the requirements of the educational standards of the Saint Petersburg State University (order № 8481/1 d/d 29.08.2017 "On actualization of the educational standard (Bachelor degree programme)" Order No № 7828/1 d/d 09.08.2018 «On approval of the educational standard of higher education in the Saint Petersburg State University» https://spbu.ru/sveden/eduStandarts);

- long-term cooperation with the employers on the programmes that determine the key parameters of the success of the programme for Bachelors-sociologists (providing of resources and base chair, coordination of the competencies charts, formulations and contents of the disciplines, subject areas of the term papers and Graduate Qualification Work (GQW), participation in the meetings of the State Accreditation Commission (SAC), analysis of the demand for specific knowledge, abilities and skills of the graduates etc.);

- the programme's strength consists of its sustained emphasis on applied research skills. This emphasis is evident not only in the curriculum (cf. for example the applied methodology seminars already in second year of the Bachelor, as well as the strategic role of internships), but also in terms of the on-site availability of data collection facilities;

- material and technical, financial, infrastructural and information resources that include a classrooms, library, rooms specially equipped for sociological research, computer classrooms, availability of the Internet resources and software that are needed for the programme implementation;

- Teaching and learning materials including textbooks and teaching aids published by SPbU, syllabi;

- research centers and laboratories (Center of sociological and Internet researches, Center of social processes monitoring, University laboratory of the academic department of the university administration of the Rector's office, Sociological research center - university laboratory, Russian-German center of social sciences, International center of social sphere research, Russian-China center of comparative social, economic and political research, Center of Germany and Europe study, Institute of Eastern and Western societies of the Faculty of Sociology, Social Clinic of the Saint Petersburg State University) that enable solving of a number of interdependent problems: providing of a part of students with resources and bases for practice, performing of the contractual works for domestic and foreign customers, receiving of experience in practical work by the teachers of the Faculty;

- regular holding of scientific conferences (the Annual conference Kovalevskiy Readings, Demographic changes and family policy in Russia and China (2015), New trends in social and cultural changes in Korean and Russian societies (2015) etc., that are the basis for approbation of the scientific findings of the programme teachers and forming of a number of the students' competencies.

The programme attracts students from across the Russian Federation and a considerable share (about one-tenth) of students from other countries.

During the site visit, the Reviewers were impressed with the generous and frank input from all kinds of stakeholders, including former students and employers in addition to current staff and students. This readiness to contribute time and reflections can be interpreted as evidence of shared commitment with the programme and its continuous improvement.

Weak points of the programme under analysis
In addition to significant achievements in training of Bachelors-sociologists reviewers can single out a number of areas for development and improvement within the scope of the programme implementation:

- the Faculty does not practise creation of any basic departments at the leading enterprises - partners what decreases possibilities and opportunities of a direct cooperation with the employers;

- there can be observed a gap in the work of the programme administration and its ordinary but key at the same time participants - teachers and students. So, the fifth part of the teachers is not informed about the objectives of the programme. As for the students it is impossible to draw a conclusion about their awareness in this question in view of lack of information, as the programme administration does not obtain it in a goal-directed manner and it is satisfied only with indirect or formal information;

- now it is just started in the programme the stage of e-learning technology implementation to the educational process although adequate conditions are created at the level of the Saint Petersburg State University for their more large-scale and effective use;

- having the established contacts with the employment it is impossible to draw a conclusion about the number of the activities held by them (workshops, meetings, schools etc.) as well as about the fact for what audience they are held (Master or Bachelor degree programmes);

- as an unfavourable factor in the work with the staff reviewers shall mark the fact that the dynamics of movement from the personnel reserve to higher positions is not observed;

- a significant portion of the teaching staff is not satisfied with the motivation system that is used in the Saint Petersburg State University (almost a fourth of the teachers is not satisfied or does not know what to answer);

- the teachers are not completely satisfied with the quality of classrooms, laboratories, premises of the department, library stocks and reading halls - the share of those ones who did not show their satisfaction is 1/4 of the teaching staff what indicates possibilities and opportunities for improvement of the situation;

- the work with employers at the programme is often still of formal nature, so, there are no examples of their participation in the development and discussion of the competencies in the report, the number of the chair meetings with their participation and the agenda of these meetings are not given in the report too;

- the share of students who think that their opinion is taken into account in the process of the programme development is only 26%; and only 44% of them think that their opinion can have effect on improvement of the quality of the educational resources;

- not less than 13% of students assess the quality of education on the programme less than as good or excellent;

- several types of stakeholders complained about graduates having an insufficient command of practical skills; also, the curriculum was criticized as skewed toward theoretical knowledge. Such observations refer mostly to graduates seeking a career in a variety of non-academic organizations such as government agencies and NGOs, as opposed to graduates aiming for a career in higher education and academic research. In other words, the skill-set transmitted by the programme appears to fit the needs of academically oriented graduates better than those oriented toward non-academic employment opportunities. This is quite problematic since the

share of the former probably accounts for a minority only of the programme's former students. (More precise career-tracking data would be useful of course);

-during the site-visit, Reviewers found evidence of a surprisingly broad range of competency levels regarding key skills such as communication in English or the development of research plans attuned to specific demands and objectives; some students were found to lack adequate skills at those regards. Also, a surprisingly low share of students appeared to have received hands-on training at the Faculty's on-site data collection and processing facilities; this implies that those facilities potential as hands-on tool of skill development is not used appropriately;

- the programme's location at historical buildings originates trade-offs between aesthetic and functional criteria: these facilities are difficult to access for people with physical handicaps (steep staircases; no evident option of installing lifts). Dormitories are spread across the metropolitan area, causing commuting times to reach unsustainable levels (reportedly up to five hours daily) for some students;

- training on the programme is implemented in historical buildings, in this connection access to the buildings becomes complicated for disabled persons (steep staircases, lack of possibility to install the lifts). The hostels are situated in various districts of St. Petersburg what conditions the duration of the trips to the place of classes and back.

The main recommendations on the analyzed programme

The recommendations, generally, result from the relatively problematic areas identified in the process of self-evaluation and the onsite visit of the reviewers. This is work with students, teachers and employers.

The most visible problem is a full-scale involvement in the permanent process of the work at the programme of all stakeholders - students, teachers, the programme administration, the employers as well as the graduates of the Faculty and establishing of direct contacts and feedback in the process of this cooperation. At that, it should be noted that there is created a legal base for ensuring of this work. However, the level of compliance with a number of accreditation indicators demonstrates the presence of defects and mistakes in the joint work of all interested participants of the educational process at the programme. First of all, it can be observed a number of "gaps":

-        between the actually performed work and awareness of ordinary students, teachers and employers about it,

-        between the wish of students to discuss and participate in forming of the programme and their actual participation,

-        between the need in a thought-out and adjusted organization of independent work of students and underestimation of this part of the methodological support of the educational process within the scope of the programme.

For determination of these gaps and other identified defects reviewers can propose to extend the functions of the Study Methodical Commission in the Faculty. So, its functions shall not be limited, to our opinion, with expert function only. The fact is that based on the self-evaluation report the impression is that the current, routine teaching and methodological work is shifted onto the departments that do not have their own resources for carrying out of a full-scale teaching and methodological work at the level of actual tasks and objectives of the Faculty and the university. In the conditions of "programme" organization of the educational process the department structure of the Faculty provides and supports conventionally well the scientific development and the educational process but it demonstrates its inadequate perceptivity to performance of sufficiently complicated teaching and methodological works. This gap in organization could be filled with creation of a permanent learning and teaching seminar that shall hold its meetings as much as publicly and openly with a substantial and methodological support provided by the Study Methodical Commission of the Faculty. Such a seminar could become a platform for bringing of the teaching and learning information to the notice of ordinary teachers and students, discussion of the content and the forms of the programme implementation, explanations of various methodical documents and procedures, acquisition of the information on the wishes, problems, complaints and claims of all parties of the educational process to each other. At that, an important moment could be interdepartmental professional interaction not only at the level of the heads of the departments and their deputies but also at the level of ordinary teachers.

Secondly. The analysis of the information given in the self-evaluation report gives grounds to assume that some accreditation issues can be solved more effectively in case of availability of sufficient financial and administrative resources at the Faculty. In particular, incentive of students, teachers, holding of sufficient number of scientific conferences, invitation of token scientists and experts (including foreign ones) for holding of meetings with teachers and students of the Faculty, carrying out of initiative researches, operative publication of scientific, academic and teaching and learning literature (including literature in digital format).

Thirdly. Presently, the Bachelor programme offers up to five specialized orientations, which are defined in terms of substantive content. In the light of detected weaknesses and with a view to further improving graduates' labour-market prospects and improving SPbUs competitive edge, it seems coherent to redefine these specialization paths in terms of the specific skills required for two very distinct career options, namely: employment in the domain of higher education and research, on one hand, and in a variety of non-academic organizations, on the other. In addition to realigning the competencies taught at SPBU's sociology programmes with the distinct requirements of academic and non-academic careers, that reorganization would also push students to clarify their employment-related goals and expectations early on.
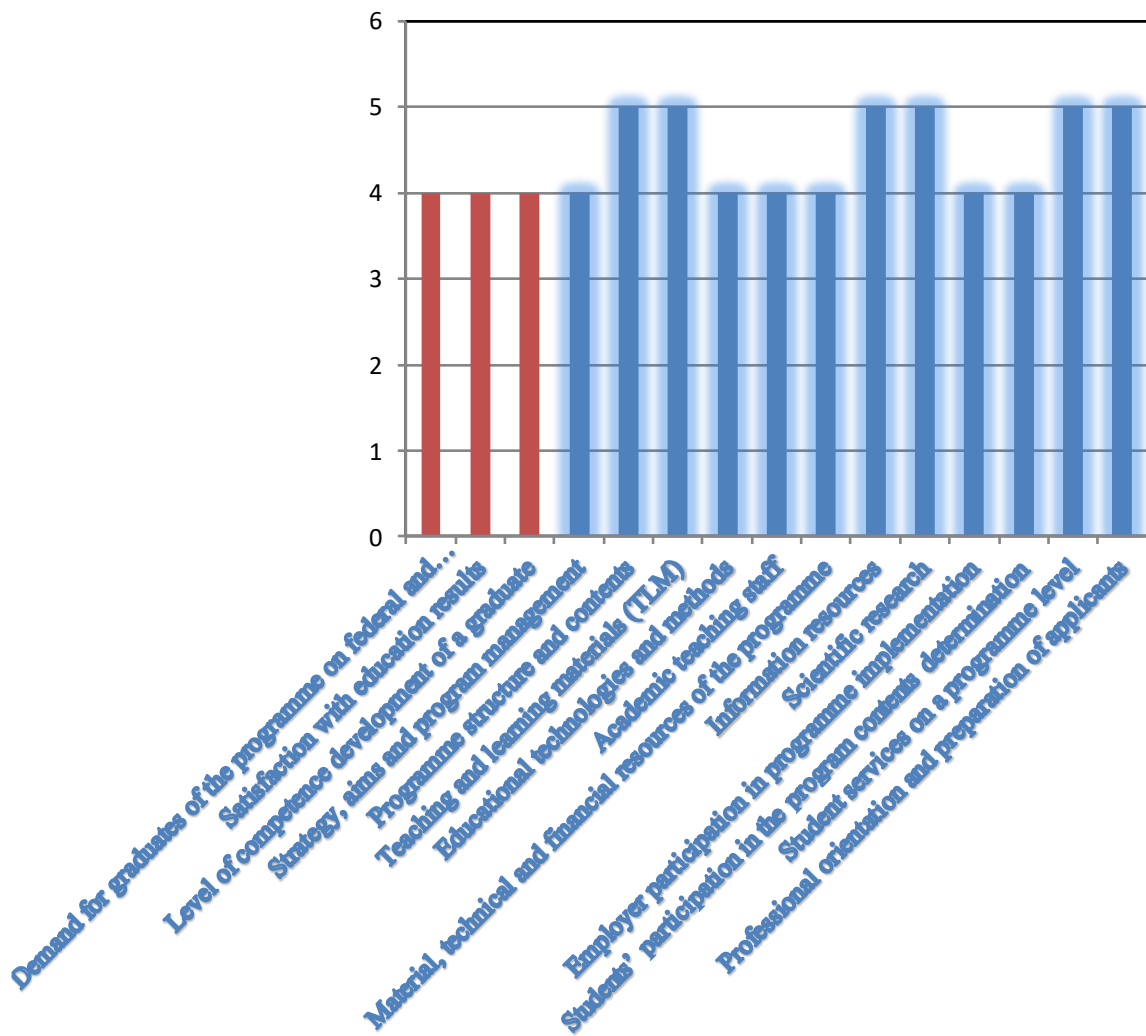
In the Bachelor programme, substantive specializations are recommended to be replaced by one academic and one non-academic path. Such refocusing is

compatible with continuing to offer a range of substantive diversity by way of elective classes; both branches would share many educational offerings. The academic branch would benefit greatly from enhanced training in English, including advanced listening and writing: *in today's globalized research community, it is becoming exceedingly difficult to build a successful academic career without truly fluent command of the English language, both oral (cf. Conference presentations) and written (cf. the predominance of English-language journals in Scopus and WoK).* Advanced competencies regarding qualitative and quantitative data analysis should also be reinforced. In contrast, the non-academic branch would benefit especially from enhanced training in a range of practical skills such as time-management, communicating with various non-academic audiences, and budgeting.

Assessment profile of the learning outcomes and quality assurance of education

No.		Criterion	Assessment
I		*Quality of the learning outcomes*	
	1.	Demand for graduates of the programme on federal and regional labor markets	*Good*
	2.	Satisfaction with education results	*Good*
	3.	Level of competence development of a graduate	*Good*
II		*Quality assurance of education:*	
	1.	Strategy, aims and program management	*Good*
	2.	Programme structure and contents	*Excellent*
	3.	Teaching and learning materials (TLM)	*Excellent*
	4.	Educational technologies and methods	*Good*
	5.	Academic teaching staff	*Good*
	6.	Material, technical and financial resources of the programme	*Good*
	7.	Information resources	*Excellent*
	8.	Scientific research	*Excellent*
	9.	Employer participation in programme implementation	*Good*
	10.	Students' participation in the program contents determination	*Good*
	11.	Student services on a programme level	*Excellent*
	12.	Professional orientation and preparation of applicants	*Excellent*

Assessment profile of the learning outcomes and quality assurance of education

QUALITY OF THE LEARNING OUTCOMES

*1.   **Demand for the graduates of the programme on the federal and regional labor market***
Criterion assessment: good

Analysis of the role and place of the programme

According to the data of the Committee on labour and employment there can be observed decrease of intensity in the labour market of St. Petersburg in the fields of activities that have a need in qualified sociologists (from 0.63 person/ vacancy in 2015 up to 0.44 person/ vacancy in April 2018). However, the labour market feels still deficit in young professionals in this field of study, because there is observed diversification of the work places that require the Sociology qualification.

The share of the graduates of the Saint Petersburg State University specializing in "Sociology" to the share of the graduates of all other institutions of higher education in the region on this programme can be characterized by the following data.

In St. Petersburg training on the programme Sociology is implemented today in four educational institutions of higher education: Saint Petersburg State University, St. Petersburg State Marine Technical University (it provides no budgetary places), Herzen State Pedagogical University of Russia, National Research University Higher School of Economics - branch in St. Petersburg The Saint Petersburg State University and the National Research University Higher School of Economics, St. Petersburg have 50 budgetary places each one, the State Pedagogical University of Russia - 6 places. It should be noted that only five years ago sociologists were trained in eight universities of the city. Therefore, decrease of the scale of Sociology Bachelors training in St. Petersburg can be considered as a factor of competition decrease in the labour market for the graduates-sociologists.

For last five years 12 - 50% of students combined their work by their field of study with education on the programme. As this is, generally, employment within the Faculty, i.e., in the scientific laboratories (clinics), in the research teams working under the grants this fact can be considered as a positive practice.

Each of the last 5 years 45% - 65% of the programme graduates found their job within one year what can be acknowledged as a high rate taking into account various life circumstances.

Each year approximately 10% of the graduates receive offers of employment by the requests of the enterprises. This rate could be higher in case of a more favourable economic situation as almost all analysed period fell on the financial and economic crisis, sanction effect and other unfavourable economic factors.

As a result 35 - 75% of the graduates of the programme for different years work according to their field of study or the field close to it what is a sufficiently acceptable rate for such a programme as Sociology that forms various knowledge and skills allowing to fulfill oneself in the allied industries and fields of employment.

However, that achievement is subject to various reservations: salary levels are often disappointingly low, non-academic employers demand improved competencies in practical skills, and considerable share graduates have difficulty finding a job related to their specialist education, despite reported shortages of qualified professionals in this field.

Outside the region there works not such a great number of graduates to consider their number as statistically significant one. However, almost all graduates who leave the boundaries of St. Petersburg for continuation of their education show their competitive ability and they successfully continue their education both in Moscow and in foreign universities.

The Faculty administration has not obtained any reclamations for its graduates for last five years.

In the process of preparation to the accreditation activities the Faculty received positive opinions from 10 organizations employed the graduates of the programme.

On average 25 - 35% of the graduates of the Bachelor degree programme join the Master degree program of the Saint Petersburg State University.

2. *Satisfaction of consumers with the learning outcomes*
Criterion assessment: good

In the opinions from 10 organizations employed the programme graduates the information is obtained that indicates that they completely or generally correspond to the modern requirements imposed to graduates.

According to the results of the survey for last five years the share of the graduates that are rather not satisfied with the learning outcomes was within the range of 10 - 25% what is undoubtedly a significant share.

In addition, ambiguous assessments of the level of preparedness of the graduates to practical work were given during the onsite meeting with the employers. On the one hand, a high level of professional training of the graduates was marked by the employers from the academic institutes what is logical as the graduates who are most of all dedicated to sociology want to associate their professional activity with science, in particular. "We obtain the very cream of the crop", - the representative of IS RAS (Institute of Sociology Russian Academy of Sciences) - branch of CSR RAS (Center for Sociological Researches) noted. But even having such high assessments of the preparedness of the graduates the employers would like to receive in the rows of their workers those ones who more fluently speak, at least, one language (English) at the level that should allow to prepare articles for publications in foreign editions and speak at the international scientific conferences and symposia etc.

On the whole, the graduates are also evaluated by the business representatives as well trained young professionals who are able to use the qualitative methods well enough. But at that they clearly have inadequate practical skills in the field of data

analysis and use of the quantitative research methods (advanced use of SPSS, Stata etc. programs).

The employers from public authorities in which the graduates find employment after graduation from the university marked their poor level of training in the field of knowledge of the regulatory and legal framework and their idea about organizational structures of the institutions, in addition, they have insufficient skills in preparation of reports, analytical materials and practical recommendations.

The most of the employers present at the meeting participated in the process of preparation of the programme as experts and they give a positive assessment to taking into account of their opinion in the process of their involvement in participation in the educational process. However, it was noted by them that there remained some "gaps" between the expectations of the employers and the level of the graduates' training.

As desires the association of employers proposed not only to participate in the process of programme preparation but also create at the Faculty a certain club (association) of the graduates for tracking their career strategies and practices as well as for having a platform for recruitment of the best personnel trained in the Faculty of Sociology in the Saint Petersburg State University.

SPbU should further enhance the main strength of its Sociology programmes by designing specialized paths (with differentiated educational offerings) for students aiming for academic and non-academic careers, respectively.

To increase the utility of the feedback received via surveys of graduates and employers, questionnaires should be revised with a view to eliciting freely worded indications of perceived strengths and deficiencies.

The quality of teaching should be made subject to an internal audit.

3. *Level of competence development of a graduate*
Criterion assessment: good

During the visit, a direct assessment of the competencies of graduate students was conducted. In direct evaluation, students of the 4 (fourth) year of the Programme took part in the number of 8 people, which is 10 % of the graduate course.

The test and the exam materials developed by the educational institution were used in the process of the direct assessment as these materials are recognized as valid by the experts.

Assessment by V.V. Syrianov and M.S. Ivchenkova:

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

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:

PC-1 A student can use its knowledge on the theory and methodology of sociology for identification of socially significant problem situations and determination of the strategy for their studying.

PC-8 A student can use theoretical knowledge and skills in applied sociological researches, methods of analysis of sociological information for study of actual social problems.

PC-15 A student can use its knowledge and skills obtained in the course of education on this programme for sociology (social science) teaching in secondary school and specialized secondary school.

Test questions were used on the discipline "History of Sociology" section 2 "History of Sociology." Examples:

1. What are the bright representatives of the "British School of Social Anthropology" A. - M. Weber, G. Simmel

In - E. Mayo, T. Parsons

S - A. Radcliffe-Brown, B. Malinovsky

D - R. Dahrendorf, M. Horkheimer

2. Which of the listed authors proposed to explain social phenomena as sustainable systems of adaptation, co-adaptation and integration?

A - B. Malinovsky

In - G. Simmel

C - G. Marcuse

D - A. Radcliffe-Brown

3. Which of the listed authors has formed a functional approach to the study Culture?

A - A. Radcliffe-Brown

In - R. Merton

S - P. Sorokin

D - B. Malinovsky

4. For which school in sociology was the setting for a return to the humanistic values of the young Karl Marx, the liberation of his teachings from excessive determinism, "economizing"?

A - Frankfurt School of Social Criticism

B - British School of Social Anthropology

C - Chicago School

D - Russian Law School

According to the results of the Direct assessment of competencies ("a competency-based core") including the competencies that reflect the need (demand) of the regional and/ or federal labour market depending on the major users - graduates of the programme the experts found out that 100% of the surveyed students of the 4th academic year of the department of Sociology that study in different fields of study coped with the proposed tests for 55-77% what allows to assess their level of knowledge as "acceptable" one.

Share of students	Level of task performance

(%)	*Sufficient* (coped with not less than 80% of the proposed tasks)	*Acceptable* (50 - 79% of tasks is performed).	*Low* (the per cent of the performed tasks is less than 50%)
100		+	

Assessment by S. Rinken:

The measurement and control materials developed by the experts were used during the procedure of direct assessment of graduates. The test tasks consisted of the following:

- To express an informed opinion regarding the question: "Which countries are likely to be leading world powers in 2030?"
- To understand English-language questions and express oneself fluently in English.
- To design a research program (selection of most adequate methods, etc.) for a study requested by a government agency on the subject-matter of natives' attitudes toward immigration and immigrants, under the condition a tight time-frame (6 months maximum until presentation of report).

In order to analyse the development of competence the expert chose the following one:

• Evaluation of direct assessment of competency that characterize the personality and that are an integral part of his/her professional competency:

OKB-3 (cognitive culture)

• Evaluation of direct assessment of social competencies aimed at the development, maintenance and improvement of communication

OKB-11 (proficiency in English)

• Evaluation of direct assessment of professional competencies ("competencies nucleus") including competencies which reflect the demand (needs) of the federal and/or regional labor markets depending on the major employers of the graduates of the programme

OKB-6 (research methodology)

As a result of the direct assessment of competence expert has revealed

Level / Students ratio	Sufficient level (have managed with 80% of the proposed tasks)	Acceptable level (the percentage of solved tasks from 50 to 79%)	Low level (percentage of solved tasks is less than or equal to 49%)
The results of direct assessment of competency that characterize the personality and that are an integral part of his/her professional competency			
50%	+		
35%		+	
15%			+

The results of direct assessment of social competencies aimed at the development, maintenance and improvement of communication			
35%	+		
50%		+	
15%			+
The results direct assessment of professional competencies ("competencies nucleus") including competencies which reflect the demand (needs) of the federal and/or regional labor markets depending on the major employers of the graduates of the programme			
50%	+		
15%		+	
35%			+

When conducting the quality assessment of education, the experts got acquainted with 8 graduate qualification works, which amounted to 10 % of the graduate works of the previous year in this direction. The experts concluded that the considered graduate qualification works mainly meet all the requirements stated below.

GRADUATE QUALIFICATION WORKS

No.	Objects of assessment	Experts' commentaries
1	Topics of graduate qualification works correspond to the field of study and current level of scientific and/or technological development in the programme field.	Complies for 90%
2	The tasks and contents of graduate qualification works are aimed at demonstrating competency formation in the graduate.	Substantially compliant
3	The degree to which data collected or received during the predegree practice and the implementation of course projects was incorporated in the independent research part of the graduate qualification works.	Widely used
4	Graduate thesis topics are defined by the needs of manufacturers as well as the experimental purposes of teachers of the educational institution.	Partially determined
5	The findings of graduate qualification works can be applied in industry.	Partially (not less than 20% of subjects are of general theoretical orientation)
6	The degree to which research findings of the chair, Faculty and outside research and production and/or research organizations was incorporated in the independent research part of the graduate qualification works.	Widely used

Within the scope of the accreditation procedures the experts also familiarized themselves with the subjects of GQW of the graduation year 2018. Their analysis showed that along with pure theoretical subjects what is absolutely

naturally for a classic university that implements an academic Bachelor degree programme there can be met the subjects formulated too widely and that are not associated (in their titles) either with any place or period of time (not less than 10%).

Conclusions and recommendations of reviewers

Conclusions

The graduates of the Faculty of sociology in the Saint Petersburg State University have a strong reputation of specialists who have the best level of training, at least, in St. Petersburg and Nothwestern Federal District. They are valued for a high overall intellectual level, good level of theoretical training what finally allows to adapt at any work place during the period of not more than six months.

At the same time, trends for improvement of the training on the programmes in question were identified in the process of accreditation procedures:

- there is no compliance with the level of foreign language training in accordance with the level claimed in the ES (educational standard) of the Saint Petersburg State University;

- inadequate knowledge by the graduates of the quantitative analysis methods including the work with applied statistical programs;

- the competencies are not completely formed for work in business and in the public service authorities;

- the direct assessment of competencies found out only *acceptable* level of knowledge in the process of obtaining answers to standard questions concerning theory and history of sociology included in the test proposed by the Faculty of sociology; some graduates proved perfectly capable of resolving the proposed tasks. While it would be unreasonable to expect the same degree of involvement and demonstrable competence from all of the assessed individuals, the Reviewers were surprised by considerable shares of non-performers and students performing at acceptable levels only. The small number of assessed individuals invites to take these findings with caution; that said, results should be taken seriously with a view to seeking explanations for less-than optimal outcomes and initiating improvements of the assessed programmes;

- a formal approach can be met in the issues of GQW subject determination when the subjects are formulated excessively wide what makes difficult the work for the graduates both in the course of theoretical research and especially of practical research.

Recommendations

The following activities can be considered for successive improvement of the quality of education in terms of the identified problem areas:

- creation at the Faculty of a club (association) of graduates for tracking and correcting their career strategies and practices as well as for obtaining the platform (base) for recruitment of the personnel with the required properties and skills (proposition that was formulated at the meeting with employers);

- there remains the need in continuation of the work on optimization of the programme structure both in terms of the set of the disciplines and sequence (logic connection) between them and in terms of their content. Such efforts could help to use more rationally the limit of the credits assigned for them;
- significant reserves for improvement of the level of knowledge (higher than the "acceptable" one) are in improvement of the organization and the forms of carrying out and control of the independent work of each student. Its role increases manyfold in the conditions when more than a half of the credits assigned for the discipline falls on independent work.
- another tool for increase of the level of knowledge shall be increase of attention to the current control of the process of accumulation and consolidation of knowledge and skills of the students during the semester both in the form of, for example, conventional colloquia, individual consultations, work under the direction of the teacher and of modern means of control in online environment;
- SPbU should also develop the practice of forming of individual paths for students' training, especially, in the final year when a student already knows or supposes the place of his future employment and, correspondingly, the competencies that he needs for successful labour activities at it;
- another tool for increasing of efficiency of sociologists training on the Bachelor degree programme is, to reviewer opinion, continuation of the Faculty course for further increase of GQW importance in the final forming of a significant number of competencies that are claimed in Educational Standard of the Saint Petersburg State University. In this connection it's worth paying attention to the procedures of GQW subject determination and they should be made less formal and more openly. On the other hand, it is also reasonably significantly to increase the motivation, responsibility and temporal resources of the research supervisors. Probably, a Faculty peers shall be created for this purpose as a Teaching Commission body that shall combine the best research supervisors of the Faculty.
- SPbU is recommended to strengthen the weight of English in the curriculum of the programmes, including substantive classes taught in English (in more advanced courses).

QUALITY ASSURANCE OF EDUCATION

1. *Strategy, aims and management of the programme*
Criterion assessment: good

Strong points of the programme

The strategy of the programme development specializing in Sociology (Bachelor degree programme) in the Saint Petersburg State University is based on the key provisions of the Development program of the Saint Petersburg State University by 2020. The strategy of the programme development is oriented first of

all to providing of a high quality education, competitive ability maintaining both in the educational and in the scientific space of the RF as well as in the professional labour market on one of its specialization - "Social Research and Technologies".

The Programme Council solving a number of problems concerning strategical development is created in the Saint Petersburg State University.

The programme management is ensured thanks to the modern information system Blackboard of the Saint Petersburg State University that allows to open a free access to the teaching and learning documentation - characteristics of the programme, curriculums and schedules etc.

Programme management procedures include relevant stakeholders such as key employers.

Recommendations
- the programme management system can be characterised as a transition system as in it there is no place for dean deputies in learning, teaching and guiding works and the heads of the department play purely servicing role in the implementation of the programme - coordination of pedagogical assignments, at the same time a great part of the most important function (the programme quality assurance, development of the programme content etc.) is delegated to the Study Methodical Commission and the programme heads. It appears that the dean, its deputies and the heads of the departments that are conventionally interpreted as the main management in the presented system rather watch the educational process from the sidelines and are "ammunition carriers" (personnel, teaching load) and the main roles are delegated to the relatively new structures that are in essence expert ones. In addition, a part of administrative work on the programme is performed by central subdivisions of the university. There is the impression that many of the identified problem (at various degrees) areas appeared as a result of some disbalance in the programme management;
- among the accreditation indices such ones are represented as "presence in the educational institution (at the level of the programme implementation) of basic departments of the leading employers and the enterprises that are the main users of the graduates". Such a practice is not implemented at the level of the Saint Petersburg State University. The issues that the basic departments shall solve are partially delegated to the "sociological clinic", however, it does not provide any opportunities for a closer contact with employers.

Additional material
In the course of onsite visit the experts interviewed *the students*. On the whole, the students studying on the programme showed their satisfaction with the educational process, their capabilities to participate in the scientific research work carried out by the Faculty, leisure component of their student life that is supported by the administration of the Faculty.

However, they expressed their remarks to the educational process. So, for example, they would like to have more classes in foreign language; concerning

their principal subjects they would like to spend less time for the theory and focus more on the methodology of the disciplines and analysis of practical cases. A number of students made a proposal concerning transfer of some individual disciplines in online format, at that, the surveyed students have diametrically opposite opinions concerning this question. The students of the Bachelor degree programme would like to have a possibility to select additional courses on data analysis. The students of the programme would like to obtain additional skills in writing of scientific articles and texts.

In the course of onsite visit the reviewers *interviewed the teachers*. The meeting with them formed a positive impression concerning the personnel policy at the Faculty. The workers appreciate not only the interesting working process but also the favourable psychological atmosphere in the Faculty.

It is also confirmed by the anonymous questionnaire survey of the teaching staff that was conducted by the workers of the Faculty in the process of self-evaluation of the programme. Only 9% of the Bachelor degree programme teachers think about a possible termination of their employment.

The teaching staff is actively involved in all stages of development and implementation of the programme. Each teacher can make proposals concerning the courses read by it and participate in development of the discipline syllabi through the Study Methodical Commission of the Faculty and the Study Methodical Commission of the university.

The teaching staff of the Faculty works using the system of performance-based contract of employment that has gained broader acceptance for the last years in higher educational institutions and scientific institutes. There are undoubtedly both opponents and supporters of this approach. During the discussion it was noted that in spite of high KPI the system of performance-based contract of employment gives resources for professional development as well as it has a positive effect on renewal of the teaching staff at the Faculty.

The Faculty administration welcomes visiting of various refresher courses for the teachers and it often compensates the expenses when such courses were run outside SPbU.

Issue on publication activity became the main subject of the discussion. A large part of the teachers who were present at the meeting do not have any problems with the number of publications needed for fulfillment of their obligations under the labour contract and for further attending of the course. The Faculty carries out actively the scientific research work what provides the materials needed for their scientific publications. Difficulties appear with publication of articles in foreign top-rated journals. But this is rather a fundamental problem of humanities knowledge in Russia than of a particular university.

It should be noted that the data of the teachers' survey conducted within the framework of the self-evaluation process are not very positive. Only a third of the Bachelor degree programme teachers (28%) and 25.5% of the Master degree programme teachers are completely satisfied with the motivation system. During the in-depth interview there was revealed no critic of specific motivation

mechanisms. Most likely, it can be explained by the fact that loyal employees generally visited the meeting and also by the fact that although the high requirements of the performance-based contract of employment has a high load on the teachers but they are not critical for decision making concerning change of the place of employment.

Summarising it is possible to speak about a positive assessment and effectiveness of the personnel policy. At the same time there are identified some problems in use of motivation mechanisms applied by the Faculty administration.

2. *Structure and content of the programme*
Criterion assessment: excellent

Strong points of the programme

Training on the programme is implemented according to the competency-oriented curriculum that is oriented to implementation of the competency-oriented model of a graduate. The form of the curriculum assumes indication of the competencies formed by each discipline and that are aligned with the demands of the labour market, take into account the regional needs in the professionals of this level, characterise the personal qualities of each graduate needed for the occupation selected by it and that are oriented to development of communication skills.

The programme content takes into account (at various degrees) opinions of key stakeholders: state, regional labour markets, social partners, students, teaching staff.

The programme content foresees several specializations (General sociology, Social anthropology, Economic sociology, Sociology of youth and youth policy, Applied informatics in sociology) that reflect a long-term service experience of the collective of the Faculty of sociology and that are coordinated with employers that are representatives of regional needs in the labour market.

According to the SPBU graduation thesis defence procedure, potential employers need to be involved as they suggest graduate qualification work subjects.

The share of the students that think that the structure and the content of the programme completely or generally correspond to their expectations is 86% what can serve as evidence of balance of the programme concerning the ideas of the students about the level and the content of the programme and its degree of orientation to the actual labour market.

Recommendations

The programmes' current structure may not be the best way of achieving the twin goal of optimal learning and labour-market outcomes. The programmes' specific profiles contain training of competencies attuned to particular occupational niches, but their main organizing principal is one of substantive specialization. However, the main cleavage that marks the labour-market prospects of graduates is

the distinction between an academic career, on one hand, and a career in non-academic settings, on the other. Rather than more or less faithfully echoing the Faculty's subdivision in "areas of substantive knowledge" (cf. Departments), the programmes' specializations should be refocused with a view to the main career paths potentially available to sociology graduates. At the Bachelor level, this might entail a bifurcation in just too profiles, one academic and one non-academic.

Such refocusing should entail additional path-specific educational activities (for example, advanced data analysis and advanced English proficiency for the academic branch as well as time-management and entrepreneurial skills for the non-academic branch). Since the teaching load is presently quite high, it should not be augmented further; rather, it is recommended to screen the specific contents of extant educational offerings for any potential redundancy and thematic overlap. The priority-ranking of all educational offerings must be determined by their competency-building capacities, as opposed to the availability of expertise among extant staff, for example.

The competencies that reflect forming of entrepreneurial skills and abilities needed for work in the field of small and medium-sized business are not foreseen in the competency-oriented model of a graduate. OCB-7 and OCB-8 given in the self-evaluation report can serve for forming of the entrepreneurial skills only in combination with direct competencies of similar type. To our opinion, absence of such competencies should not decrease the assessment of the programme and the competency-oriented model of a graduate as professional activity of a sociologist is not oriented to independent starting and conducting of small and medium-sized business.

The index of the share of the GQW subject area determined by the requests of enterprises of the real and/ or financial sector of economic activity is more important - 30% is not a sufficient level. In addition, it is desirable to foresee a document that shall show the requests of which enterprises and organizations are reflected in the GQW subject area. Social and professional networks through which we can obtain the requests that are interesting for the programme and a part of which can be completed at the stage of establishing of mutually beneficial relations without payment (taking into account a usual level of a Bachelor's GQW), can be used, to our opinion, as a tool for increasing of the mentioned index.

3. Teaching and learning materials
Criterion assessment: excellent

Strong points of the programme
A thought-through and multistage procedure of the expert assessment of the teaching and learning documentation is created in the Saint Petersburg State University. The following expert assessments are compulsory for the programmes: Study-methodical commission (SMC) - for compliance of the academic classes with the content and of the used pedagogical technologies with the objectives of the programme (the teaching and learning documentation is considered at the

meetings of the Study Methodical Commission in which composition representatives of the employers and the Student Council are compulsory included);

Directors of the M. Gorky Scientific Library for assessment of the provision with compulsory literature and on-site electronic information resources that are provided by the Saint Petersburg State University for academic classes.

In addition, the head of the Programme Management Department in the Saint Petersburg State University can schedule an expert examination by the information technology service, the Department of Planning and Finance and the Science park etc. in accordance with the content of the provided programme draft.

The function of coordination of various subdivisions in the process of TLM development and updating is performed by the SMC of the academic and research subdivision in the Saint Petersburg State University. This is an expert body that is created for analysis of the educational activity content implemented in the Saint Petersburg State University and the leading universities of the world, for reviewing and approval of the teaching and learning documentation drafts and materials (the programme curricula, syllabi of the academic disciplines and any other Teaching and learning materials).

The TLM standard of the discipline that regulates its scope and structure, content of individual elements, didactic requirements and that complies with the actual educational standards of the Saint Petersburg State University is developed and approved in the Saint Petersburg State University. The programmes of professional disciplines developed on its bases include the modern achievements in the field of Sociology theory and in the technology and practice of the sociological researches. Their teaching is implemented by the teachers who are executives of scientific research works and the grants using the following: equipment of the modern Science park of the Saint Petersburg State University, actual scientific literature, modern software products: PowerPoint, Blackboard, Gosoapbox.

Recommendations

The work at increase of their urgency and at compliance of the range of problems of the term papers with the content and fields of study of the programme shall be continued. As the following facts were revealed in the course of familiarization with the subject area of the term papers:

- some subjects have extremely wide formulations and namely: Sociology of family, Sociology of education, Sociology of fashion: history and theory, Sociology of sport, Sociology of emotions, Advertising as a social institute, City as a social institute, Information sphere management, Education sector management;

other ones contain in their formulations the word "problem" what is a methodologically inefficient method: Problems in education, Problem of the Russian education quality,

- the topic Academic mobility is approved at the same time for three students of the same department and of the same academic year;

- to reviewers opinion, some subjects have no relation to the programme fields of study, for example, TNC and financing of sport, Expenses for political advertising and PR during electoral campaigns in the USA, Competitive strategy of a bank as an instrument of competitive advantage by the example of PJSC Sberbank;
- for nine students the subjects are not specified.

Such facts can be possible in case of formal keeping of the lists of term paper subjects that are formed in the departments through the next stages of reviewing and approval. To correct such a situation the control of term paper subject area can be charged to the peers that were already proposed above and which composition is formed of the best research supervisors of the Faculty what will ensure coupling both of the term paper and the GQW subjects in addition.

4. Educational technologies and methods
Criterion assessment: good

Strong points of the programme
The development of the competencies mentioned in the competency-oriented curriculum (COC) is achieved through both conventional forms of classes and classes using active and interactive technologies and methods of education.

The discipline syllabi contain a sufficient number of the elective courses that are oriented to more complete unwinding of the programme fields of study and that familiarize the students with new and actual fields of the sociological science. It allows the students to form their path of education and develop their sociological horizons.

Recommendations
The implementation of e-learning on programme level is part of the university's strategy for improving education quality and availability. However, today the implementation of e-learning has practically no effect on the processes of the development of teaching and learning support for the educational process, teaching staff training, and the organization of multimedia on-line and off-line learning.

A platform for a full-scale use of the e-learning resources is formed in the Saint Petersburg State University, but today the Faculty is still at the initial stage of implementation of this technology in the educational process.

Additional material

During the visit, the experts attended classes, the analysis of which is presented below.

Full name of the teacher Grigorieva V.E.
Group/ speciality Group 17.B01-c / General Sociology

1. Discipline/ module
Methodology and method of sociological research
2. Learning session type
seminar
3. Subject of the learning session:
Experiment in sociological research
4. Goal of the learning session:
to supplement and deepen the knowledge obtained during the lectures
5. Objectives of the learning session:
- to demonstrate the methods of building of the studied method for the students using the particular research cases;
- to create conditions for constructive discussion of the studied method of sociological research

6. Material and technical support of the learning session:
computer, projector, screen, WiFi

7. Specify:

Item No.	Knowledge and skills which are planned to be formed during the class and competences on forming of which these knowledge and skills have an effect (shall be specified by the teacher during the class)	Forms, means, methods and techniques that are planned to be used during the learning session for the formation of competence
1.	Knowledge of the basic sociological methods (OCB-6)	Test questions on the studied method. Analysis of research case represented by a student in its essay. Discussion during the seminar.
2.	Knowledge of the principles of organization and carrying out of sociological researches (OCB-6)	Test questions on the studied method. Analysis of research case represented by a student in its essay. Discussion during the seminar
3.	Ability to correlate the methods with the objectives and tasks of the research for solution of applied sociological problems (PC-1, PC-3)	Analysis of research case represented by a student in its essay. Discussion during the seminar
4.	Ability to develop and implement the programs of qualitative research (PC-1, PC-3)	Analysis of research case represented by a student in its essay. Discussion during the seminar
5.	Skills in obtaining of social information in various types of sociological research (OCB-6, PC-1, PC-3)	Test questions on the studied method. Analysis of research case represented by a student in its essay. Discussion during the seminar.
6.	Knowledge of the methods of visualization and interpretation of the research findings (OCB-6, PC-1, PC-3)	Analysis of research case represented by a student in its essay. Presentation of the methods of visualization of these research findings obtained in the course of the social experiment.

ASSESSMENT OF THE TEACHER

No.	Analysis criteria	Indicators	Rating (0, 1, 2)
1.	Compliance with the training schedule	Timely start and 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.	Feeling the audience	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 *(reflection organization)*	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
16.	Notes and suggestions of the experts During the seminar the teacher analysed in an interactive form the essay on research using		

the social experiment method prepared by the studetns. The teacher ensured the maximum involvement of the audience in discussion of the strengths and weaknesses of the works of each student both with the help of selection of actual research cases used in practice and with the help of its own professionalism and charisma. In addition, the teacher used modern programs (Prezi) during the seminar for analysis of the works and for presentation of the new subject and the tasks to it what increased a positive impression obtained after the visiting of the class.	

Full name of the professor: (17.B02-C) Yashina Mariya

Group / profile: General sociology

1. Discipline / module: Sociology (Bachelor, 2nd year)
2. Type of the educational lesson:
   □ lecture
   □ workshop
   □ laboratory class
   X practical lesson
   □ comprehensive lesson _____
   □ other _____
3. Theme: Methods and techniques in social research (Seminar)

THE EVALUATION OF THE PROFESSOR

No	Analysis criteria	Index	Mark (0,1,2)
1.	Compliance with the training schedule	A timely beginning and ending of the lesson, time-balanced sections.	2
2.	Organizing time	Greeting. Communication of the topic, objective (the connection of the objectives to the evolving competencies).	-
3.	Motivation of listeners for upcoming activities	Indication on formation of the urgent professional and / or social and personal competencies.	-
4.	Psychological climate in the audience	The presence of a positive emotional interaction between professor and students; mutual goodwill and audience participation.	2
5.	Quality of presentation	Structured material; clarity of current tasks; consistency and availability of presentation; adaptation of the presentation to the specific of the audience; the examples of relevant facts.	2
6.	Conformity of the content to the course programme	To compare with the teaching materials.	-
7.	Use of visual materials	Course book, tutorial, hand-outs, tables, figures, etc.	-
8.	Oratory	Audibility, intelligibility, euphony, literacy, speech tempo; facial expressions, gestures, pantomime; emotional intensity of the performance.	2
9.	Feeling the audience	The ability to react to the changes in the perception of the audience.	2
10.	Civility in relation to students		2

11.	Methods of organizing attention and regulating students' behavior	Increased interest among the audience (interesting examples, humour, rhetorical devices, etc.); involvement of the audience into a dialogue, in the process of performing tasks, etc. But it is unaccepted: to call upon the attention of the audience in an open form; to demonstrate disapproval; to use the methods of psychological pressure, or blackmailing.	2
12.	Maintaining "feedback" with the audience during the class	Control of learning outcomes.	2
13.	Summarizing the learning session *(reflection organization)*	Organisation of the reflection process at the end of which all the students are actively involved in the discussion of the conclusions	-
14.	Image	Compliance with the corporate identity, presentable, charisma.	
15.	Final grade		2
16.	Notes and reviewer recommendations: The teacher made a very good impression overall, going to great length to explain to students the relevance and implications of their methodological choices and "nurturing" them toward an informed and balanced approach.		

Full name of the professor: (15.B01-c / etc.) Melnikov Evgeniy

Group / profile: 4th-year Bachelor (all profiles)

1. Discipline / module: Sociology (Bachelor)
2. Type of the educational lesson:
       X lecture
       □ workshop
       □ laboratory class
       □ practical lesson
       □ comprehensive lesson _____
       □ other _____
3. Theme: Social structures of modern society Социальная структура современного общества, лекция

THE EVALUATION OF THE PROFESSOR

No	Analysis criteria	Index	Mark (0,1,2)
1.	Compliance with the training schedule	A timely beginning and ending of the lesson, time-balanced sections.	2
2.	Organizing time	Greeting. Communication of the topic, objective (the connection of the objectives to the evolving competencies).	2
3.	Motivation of listeners for upcoming activities	Indication on formation of the urgent professional and / or social and personal competencies.	2
4.	Psychological climate in the audience	The presence of a positive emotional interaction between professor and students; mutual goodwill and audience participation.	1

5.	Quality of presentation	Structured material; clarity of current tasks; consistency and availability of presentation; adaptation of the presentation to the specific of the audience; the examples of relevant facts.	1
6.	Conformity of the content to the course programme	To compare with the teaching materials.	2
7.	Use of visual materials	Course book, tutorial, hand-outs, tables, figures, etc.	2
8.	Oratory	Audibility, intelligibility, euphony, literacy, speech tempo; facial expressions, gestures, pantomime; emotional intensity of the performance.	1
9.	Feeling the audience	The ability to react to the changes in the perception of the audience.	0
10.	Civility in relation to students		2
11.	Methods of organizing attention and regulating students' behavior	Increased interest among the audience (interesting examples, humour, rhetorical devices, etc.); involvement of the audience into a dialogue, in the process of performing tasks, etc. But it is unaccepted: to call upon the attention of the audience in an open form; to demonstrate disapproval; to use the methods of psychological pressure, or blackmailing.	1
12.	Maintaining "feedback" with the audience during the class	Control of learning outcomes.	0
13.	Summarizing the learning session *(reflection organization)*	Organisation of the reflection process at the end of which all the students are actively involved in the discussion of the conclusions	0
14.	Image	Compliance with the corporate identity, presentable, charisma.	1
15.	Final grade		1
16.	Notes and reviewer recommendations: Beyond the observed shortcomings of this particular member of staff (monotonous intonation, no visible interest in capturing students' attention, lack of any degree of discernible passion, etc.) the attended session demonstrates the downsides of top-down lectures as teaching method more in general. Apart from the fact that the session's contents appeared to be very basic indeed for 4th-year students, lectures are generally less apt for achieving the active involvement of students than seminars. The recommendation, therefore, is to revise the curriculum with a view to (a) reducing the overall share of lectures, (b) selecting the substantive topics that are most likely to be successfully transmitted by lectures, and (c) choosing staff for this type of assignment with special care: a degree of charisma and the ability to express oneself well spontaneously are basic requirement for attracting and maintaining the attention of larger audiences.		

While performing the desktop analysis of the self-evaluation report, the analysis of the curriculum and the schedule of classes, the experts determined interactive classes to account for at least 30% claimed in the Educational standard

of the Saint Petersburg State University for the programme of higher education "Bachelor degree programme".

The teaching and learning materials of five subjects were studied in the course of the visit. Data on the learning sessions conducted in an interactive form in the context of the studied training and metodology complexes are presented below.

Discipline "Gender and policy" (3 credits)

The discipline syllabus specifies that such interactive forms of work with the students shall be implemented during the seminar classes on the discipline as: 1. Business play and role-playing 2. Analysis of particular situations (work at cases) and 3. Group discussions These forms of works shall take not less than 90% of time of the classes - i.e., all except for one seminar class shall be held using the interactive forms of work".

Discipline "Internet for a sociologist - researcher: professional search and collection of data" (2 credits).

The discipline syllabus specifies that "the following is used in the course of classes: 1. practical work in the real time mode - shall be performed by a group of students in a computer classroom, ... group discussion for finding of optimal solutions with the elements of competition; 2. Internet-excursions across real sites (shall be performed by a group in a computer classroom) - use of instruments for familiarization and work experience internship through on-line visits of Internet-resources of various types...; 3. group discussion simulating activities of a research group in the process of solution of the problems in the field of development of a strategy and methodological design of the research.

Discipline "Mathematics of social networks" (2 credits)

The discipline syllabus describes in details the situations of use of interactive methods for holding of the classes: "... the case method assuming discussion and analysis of specific social and economic situations and their models shall be used. Several mini-groups of students with 4-6 persons in each one shall familiarize themselves with the case content, discuss the situation, form the model and prepare the answers to the questions formulated by the teacher.

The following work at cases is foreseen within the scope of the course:
1. "Building of Petri network model". Subject 4, 2 hours.
2. "Analysis of the influence model balance". Subject 5, 2 hours

The group discussions dedicated to practical work on simulation of social processes, discussion and analysis of the simulation modeling methods, special features of their use in sociology, their advantages and limitations are foreseen during the seminar classes.

Discipline "Mathematical methods in sociology" (2 credits)

The discipline syllabus specifically specifies that "A group discussion of cases, various real situations in which the possibilities of use of mathematical methods for analysis of social and economic phenomena are considered is assumed during the seminars and practical classes. The following is assumed: carrying out of comparative analysis of use of various methods and models, discussion and

analysis of their adequacy, field of application, their advantages and limitations. Discussion of the following cases is foreseen within the scope of the course: 1. Preferences and their simulation. 2. Practical situations of collective decision making and the models of social choice theory. 3. Decision making in conflict situations and game theory models. Development of students' skills in holding of discussions is assumed within the scope of seminar classes. The course is supported in the BlackBoard system in which... discussions on the case subjects and practical classes shall be organized".

Theoretical sociology (basic part) (9 credits)

The discipline syllabus describes in details the use of interactive methods for each semester:

3d semester: "Group debates (discussions) are used in the course of seminar classes. This form of work takes not less than 40% of time of the classroom activities. Group debates are a form of work that consists in the fact that the students discuss under the direction of the teacher the teaching material in the form of finding of answers to the questions formulated by the teacher for their discussion. The discussions shall be held based on the texts read in the sourcebooks on the basic directions (paradigms) of sociological theorization and the basic concepts of theoretical sociology.

4th semester: "... group discussions, analysis of particular situations (cases) and team work are used. Work in a group is a form of works during which three or more students simultaneously carry out joint activities directed to solution of the set task. A group work is used in the process of performing of exercises and tasks that are directed to a joint search of information and a collective solution of the set problem. It is recommended to use such types of group work as group projects (can be performed both as classroom activities and as an independent work) and "brain storming".

5th semester: "During seminar classes the following educational technologies are used: case method, project method, role-playing, group discussions... The case method is used for analysis of both the experience of the research already carried out and for the analysis of the term papers of individual students. The following is analysed: particular cognitive situations, problems and difficulties of methodological and social organization of scientific research of a specific author including individual students, ways and means of solution of the occurred problems.

In addition, the lecture classroom activities include organization of the "dialogue of remembering" of the subject area studied earlier between the students and the teacher what assists in consolidation of the students' knowledge.

Based on the conducted analysis of the discipline syllabus the experts draw a conclusion that various interactive forms are widely used for classes holding and that they are aimed at the development of a number of general and professional competencies what confirms meeting of the requirements of the Educational Standard of the Saint Petersburg State university for the "Bachelor degree programme".

5. Academic teaching staff
Criterion assessment: good

Strong points of the programme

The qualifications of SPBU academic staff in the areas of their educational, research, teaching-related, expert, and other activities as well as their knowledge modern information technology are verified in the process of competitive selection to fill academic positions. The teachers passed the competition work under the performance-based contracts of employment.

The programme is implemented by 112 teachers, of them 27 professors (DSc) and 57 associate professors (DSc and Ph.D) are what is 2/3 of the teaching staff, in addition, 17 senior lectors (Ph.D. and lectors without a degree), 11 assistants (Ph.D and assitents without a degree) are involved in the educational process. At that, the share of the teachers who have an academic degree and/ or an academic title is 85.75%.

The performance-based contract signed by SPBU academic staff clearly stipulates the following requirements: regular publications, participation in applying for external and external grants, and participation in international conferences. Besides, employees are expected to carry out intense research work, cooperate with a group of students for practical projects, or participate in competitions to support their own research and applied projects.

The data on the results of the scientific and practical activities for last three years are an evidence of a high level of professional qualification of the teaching staff that participates in implementation of the Bachelor degree programmes:

- 625 publications in peer-reviewed scientific journals indexed in the RSCI, Web of Science, and Scopus scientometric databases;

- 763 reports at international and all-Russian conferences;

- implementation of 163 international and foreign Russian scientific grants and projects;

- the share of teachers combining their work on the programme with their professional activities by the occupation is 29%;

- the percentage of major teachers who have experience working in the corresponding field of study is 55%

- 18 fulltime academic workers, leading scientific and teaching activities in foreign higher education institutions.

The dean, the heads of the department participating in programme implementation is responsible for internal monitoring of teaching staff activities.

University-wide student surveys are an additional instrument for internal monitoring of teaching staff activities. They are conducted each semester in the form of Internet-research in the portal of the Saint Petersburg State University for monitoring of the process of the programme implementation and assessment of the academic disciplines quality of teaching.

Moreover, internal monitoring of teaching staff activities includes reporting the results of major scientific studies.

Each year the Saint Petersburg State University runs a competition for participation of the academic staff in the programmes of university mobility within the scope of which the teaching staff can participate in the scientific researches, the developments and the educational activities of the foreign institutions of higher education - partners of the Saint Petersburg State University.

The work on further training of the teaching staff involved in the implementation of the Bachelor degree programme is developed well in the Faculty of sociology, so, 46% attended the refresher courses, 12.5% - the retraining courses and 15.2% of the total number of the teaching staff had probation periods for last three years.

The system of financial and non-financial incentive is used in the Saint Petersburg State University. Incentives based on publishing and development performance are used. In particular, annual competitions for publication bonuses are held; bonuses are awarded to young scientists, i.e. Ph.D. aged under 30 and DScs aged under 40.

Recommendations

A low level of the teachers' satisfaction with the motivation system attracts the attention - only 29% are completely satisfied with it and 22% are not satisfied or find difficulty in replying (i.e., most likely, they are not involved in this system).

There was expressed the opinion above that, probably, it is a result of delegating of the functions of motivation from the Faculty level to the university level. A possibility of creation of a hybrid motivation system in which the Faculty should also have resources not only for a moral encouragement but also for a material encouragement both of the teachers and the students for current but significant achievements and progresses should be considered, to reviewers opinion, in such a situation.

It seems inappropriate to assess staff qualification primarily in terms of research output, given that excessive focus on research activities may actually reduce the relative importance and consequently, the quality of teaching. Also, staff's employment situation is exceedingly unstable with a view to obtaining excellent research results and strong scientific impact (cf. publications in high-impact journals). The University should consider the possibility of (a) extending the duration of contracts and (b) making assessments of teaching quality criterion for contract renewal.

6.   Material, technical and financial resources of the programme
Criterion assessment: good

Strong points of the programme

The programme is implemented at the following address: St. Petersburg, Smolnogo st., building 1/3, 9 avenue. For implementation of the Bachelor degree programme the Faculty of Sociology has a complete set of material and technical resources that is able to ensure an effective organization of the educational process. They include lecture theaters, computer classrooms, rooms for laboratory works equipped with modern equipment and the rooms with shared access to the Internet. In addition, the resources of the Science park of the Saint Petersburg State University are available for implementation of the programme, in particular, the Resource Center "Center of sociological and Internet-research" allows to carry out sociological research at the level that meets the international standards with use of the advanced equipment. In addition, it should be noted that the material and technical resources of the Saint Petersburg State University allow to implement e-learning to the educational process.

The programme's financial resources obtained from the SPBU budget enable the acquisition, maintenance, and operation of the material and technical resources and equipment required to implement the programme and supply the required teachers and employees with high qualifications and competence for the educational process

The programme is additionally financed under the agreements with the students on a contractual basis and at the expense of financing of the grants and projects by foreign science foundations and the funds of any other customers.

The stocks of teaching and learning documentation and the library systems formed based on the direct contracts with the right holders are available for all students of the Saint Petersburg State University and the teaching staff.

Recommendations

As a result of survey of the teachers it was found out that the level of satisfaction of the teachers with the quality of classrooms, laboratories and rooms of the department is 73% while 13% of the teaching staff remains unsatisfied and 10% either found difficulty in replying or had their own opinion. The level of satisfaction of 73% only of the teaching staff shows potentials for improvement of the situation.

7. *Information resources of the programme*
Criterion assessment: excellent

Strong points of the programme

Information infrastructure that is intended for creation, storing and delivery of the educational content is represented by the A.M. Gorky scientific library and information systems within the scope of which the services http://abc.spbu.ru, https://bb.spbu.ru/, https://pure.spbu.ru/, https://courses.spbu.ru, and https://mail.spbu.ru/ are created that allow to exchange the information, create on-

line courses, provide distance education and form and track class schedules. A dedicated resource has been established at https://delo.spbu.ru/ to maintain electronic documentation management.

Students and teachers have access to all educational electronic resources included in the SPBU's subscription. Any computer with an Internet connection can be used to access the resources using individual logins and passwords that each SPBU employee has: http://www.library.spbu.ru/help/ezpr.html

Each student of the Saint Petersburg State University has its own multifunctional personal account (https://my.spbu.ru). Service Blackboard (https://bb.spbu.ru/), personal account of a student (https://my.spbu.ru) provide the students with the tools needed for drawing up of an individual curriculum, selection of the subject of the graduate qualification work and they allow to control the progress.

As of 01.01.2018 the Stock of the sector team specializing in international relations, Political sciences and Sociology of the M. Gorky scientific library is 92637 stored units. The scientific books includes 47147 copies; academic books - 44433 and books with learning and teaching materials - 7598 copies.

The SPBU site (http://spbu.ru/) host a job database http://edu.spbu.ru/stazhirovki-i-konkursy.html that is regularly updated and maintained by the Internship Arrangement and Employment Promotion Department of the Academic Unit of the SPBU Rector's Office.

SPBU has a system for distributing the findings of studies carried out at SPBU and finding them on the Internet, which includes: The SPBU Institutional Repository for storing and distributing of digital data which is SPBU's intellectual property. The repository contains documents and papers authored and co-authored by SPBU employees and students (https://dspace.spbu.ru).

8.   Scientific activities
Criterion assessment: excellent

Strong points of the programme

SPBU is a research hub of global importance operating dozens of scientific centers and laboratories as well as the Science Park, which is fitted with innovative equipment and technology. Internally funded research is competitive: information on competitions is published on the SPBU portal. The key criteria and requirements are as follows: interdisciplinarity of the researches, publication of research results of the scientific research work in the leading scientific publications (indexable Web of Science Core Collection or Scopus).

For the period from 2015 the teachers implementing the Bachelor degree programme completed 73 scientific projects for the amount of 109752080 mln roubl.

Most research findings (over 90%) are implemented in the educational process.

The practice of employment of the students with scientific rates and a flexible schedule of work shall be acknowledged as a productive enough what allows successfully to combine the main process of education with carrying out of the scientific research work, receive salary and service record by occupation. According to the results of the students' survey 80% of the students of the Bachelor degree programme gave a positive answer on the question "Are you involved in scientific research work?".

The Saint Petersburg State University is the right holder to the objects registered by the Russian Agency for Patents and Trademarks which authors the workers of the Faculty of sociology are.

1. 2018614112 Program for analysis of the level of the labour market dysfunction (PALM)

2. 2018620499 Database of verbal markers on professional and labour intentions of the student youth (LabExp)

For last three years the Faculty of Sociology held 22 international and all-Russian conferences including: annual conference "Kovalevskiy Readings", conventional youth conference "Social communications".

Recommendations

It seems advisable for SPbU to extend the duration of research staff's contracts to a minimum of three to five years, given that publication in highly regarded journals usually takes several years even in case of (usually: conditional) approval. This would encourage staff to take the risk of seeking such (high-impact) outlets for their research results, rather than settling for lower-impact journals with higher approval rates and faster processing times. Also, it would be wise for SPbU to seek ways of increasing the (presently rather low) share of open-access publications, for example by paying fees charged for full (immediate) open access by high-impact journals.

Last not least, SPbU should look for ways of improving the relevance of research results for international academic audiences. In the empirical social sciences, this is often easier said than done; comparative datasets tend to be a key asset. Thus, it may be worthwhile to train staff in the handling of datasets such as the International Social Survey Programme or the World Value Survey. Also, SPbU should lobby the Russian government to join (or re-join, as the case may be) key international survey operations in which it does not currently participate, such as the European Social Survey.

The participation of students in scientific clubs and events was analyzed. The materials provided by the University allowed reviewers to form a sufficient understanding of the work of the annual Sociological School as a large-scale All-Russian project, participation in which, of course, is useful for students of the accredited program.

In addition, the faculty conducts regular extra-curricular events "We read together the classics of sociology" and "The sociological analysis of cinema". The initiative itself of holding such events has a great positive impetus for the formation of competencies foreseen in curriculum of the programme, but the

documents provided did not allow us to find out the frequency of these events, their attendance, the topics discussed, the works of classics, films.

There is the Student Scientific Society "Sociology in Russia and China" created in 2016 on the Faculty of Sociology. The Society activity is published on St. Petersburg State University website and social networks, for example: https://vk.com/ma_socrc. Six workshops have been held since 2016. 20-25 teachers and students, including from other universities, as well as representatives of employers, attended each event.

The results of scientific work with students can be considered the participation of SPbU students in the work of the student section of the annual Kovalev readings, as well as collections of student works published annually based on the results of the Sociological School work.

9. Employer participation in programme implementation
Criterion assessment: good

Strong points of the programme

The forms of incentive of the employers for their participation in the preparation and implementation of the programme are fixed at the university level:
- commendations and letters of commendations to the representatives of the employers,
- invitations to take part in significant scientific, public and cultural events of the Saint Petersburg State University as guests, participants and experts.
- mentioning of the fact of participation in implementation of the programme of the Saint Petersburg State University in mass media (indirect public service announcement)
- participation of the employers in the events of the Saint Petersburg State University is a part of public image and a part of social policy and the responsibility of the companies that represent the employers.

The following can be singled out among the activities of the academic and extra-curricular process in which the representatives of the employers' organizations participate in the Faculty of Sociology: City sociological seminar, Sociological school, "Brain - Take Away" is a meeting - discussion of the students' projects, Scientific and educational forum "Profession - Sociologist", Career Days in the Saint Petersburg State University.

Representatives of employers are included in the composition of the Study Methodical Commission of the Faculty of Sociology and they always participate in its work.

Employers facilitate employment for graduates of the programme. They include in the competencies that are necessary and most important for students' future work in the list of disciplines and competencies to be learned as members of the Programme Councils and Study Methodical Commissions. Thus, employers guarantee that students study exactly what is needed for real work, which significantly increases the relevance and competitiveness of graduates.

The employers participate in work experience internship and propose actual subjects for the GQW; within the framework of the Career Day of the Saint Petersburg State University the employers regularly hold master classes during which they consult the students and the graduates concerning the issues on the career building and employment. In this regard, the work of the City sociological seminar and scientific and educational forum "Profession-sociologist" should be mentioned.

Representatives of the employers participate in financing of the scientific activities and events in which the teachers and students participate: conferences, seminars, round tables, providing funds and resources for organization of visits of these scientific events by foreign participants, publication of the required materials, for example, collections of scientific articles that can be used then in the educational process.

Additional information

It can be noted that, although the meetings Study-methodical committee are periodically attended by a representative of employers, but a real discussion of competencies, according to the agenda of the meetings, were not held.

Since the educational-methodical work at the Faculty of Sociology is concentrated in Study-methodical committee, what is efficient, it seems, a lack of employer participation in departments meetings cannot be considered as a drawback.

10. Students' participation in the program contents determination
Criterion assessment: good

Strong points of the programme

Both the Saint Petersburg State University on the whole and the Faculty perform documented procedures of obtaining of the information (including claims and complaints) from the students using the following channels: through participation of the representatives of the Student Council in the Study Methodical Commission, the Academic Council of the Faculty, the Academic Council of the Saint Petersburg State University; the students can submit their claims and applications through virtual reception; opinions of students are regularly monitored with the help of surveys of students of the Saint Petersburg State University.

Based on the conducted surveys the chairman of the Study Methodical Commission, the dean and the commission on quality control of the educational process analyse and give recommendations concerning improvement of the quality of teaching.

The students' opinions are taken into account in the course of quality assessment of the classes based on the results of the students' surveys.

Recommendations

No special activities on incentive of the students' participation in determination of the programme content and organization of the educational process are foreseen, all procedures of students' incentive are performed only at the university-wide level. To reviewers opinion, in this case the students' motivation system is at a disadvantage concerning the efficiency and quality of feedback. A question could be considered on transfer of a part of authorities concerning incentive of the students to the Faculty.

Taking into account the fact that the modern programmes give a significant consideration to the content and organization of the independent work of students, we shall recognize as omission the fact that no special questioning concerning the assessment of the conditions for independent work of students was conducted up to now. The quality of the programme implementation will be clearly at an advantage if the Faculty will obtain the information on this question.

During the site visit, former students voiced dissatisfaction concerning redundant or irrelevant programme content. Since the introduction of additional teaching units regarding practical skills will require some adjustment of extant content, it would seem wise to seek feedback of actual students and especially, former students. Questionnaires used to that avail should be worded clearly.

As the share of the students who think that their opinion is taken into account in the process of the programme development is only 26% and 44% think that have influence on improvement of the quality of educational resources it is evident that there is a need in increase of the degree of the students' awareness concerning their ability to have effect on organization and management of the educational process. This flaw seems rather easy to remedy, i.e., by including this line of activity in freshmen information packages.

11. Student services at the programme level
Criterion assessment: excellent

Strong points of the programme

The SPBU Youth Office is responsible for managing extracurricular activities. Information on scholarship, social payments, the procedure for allocating dormitory rooms, student competitions, announcements of events and reports on those conducted, news of the University and other useful information are posted in Exctracurricular Activities in the SPBU portal.

SPBU has established the Trade Union of Undergraduate and Postgraduate Students and a Student Council which meets to address topical issues affecting students' interests.

The system of work with students takes into account students' individuality and inclinations and fosters the socialization and adaptation of disadvantaged students. For this category of students there are an increased social scholarship for 1st and 2nd year students in addition to the state social scholarship, financial

support for various social categories, free and partly reimbursed tours to the health care center of the SPBU Gorizont Studying and Recreation Camp (Olginka, Tuapse, Krasnodar Krai) awarded on a competitive basis.

SPBU offers numerous opportunities of social volunteering: SPBU students collect toys for orphanages, arrange theater performances and workshops for children with cancer, and visit veterans of the Great Partioric War. Students of the University participate in a number of large-scale events such as the Saint Petersburg International Economic Forum, the Saint Petersburg International Legal Forum, the Saint Petersburg International Cultural Forum, etc. They also help to arrange festive events on SPBU premises and participate in the adaptation programme for foreign students, which is a brilliant opportunity to improve their skills in foreign languages and intercultural communication.

The Social Clinic that runs voluntary campaigns of the students of the Faculty of Sociology based on the social organizations of the city carries out its activity at the Faculty of Sociology.

The students can pretend to scholarships of the RF President, the RF Government, the St. Petersburg Government, M.V. Lomonosov and S.P. Merkuriev scholarships, the scholarships of the companies - partners of the University (for example, VTB Bank), V. Potanin Scholarship, and more.

More than 10 creative clubs and studios function on a permanent basis for the students of the Saint Petersburg State University including the following: "WHAT? WHERE? WHEN?" Of the Saint Petersburg State University, Chess Club, Volleyball Sports Club, Rugby Club "Saint Petersburg State University", Martial Arts Club (judo, sambo, box), Sports Club of the Saint Petersburg State University "Baltic Sea Eagles" (orienteering, crossfit, duel fencing, e-sports, women's football), Career club, English club, Drama School, Student choir of the Saint Petersburg State University, Jazz Vocal Studio, Pop Vocal Studio, Sport Dance Club, Art Studio etc.

SPBU implements the Student Mobility Support Programme, which enables students to spend one or two terms abroad as students or trainees at a foreign university without discontinuing their education at SPBU. The Student Mobility Programme offers the following options: on one's own initiative after receiving of an invitation from a foreign institution of higher education; within the scope of inter-university agreement, in case of participation in the annual open competitive selection of the Saint Petersburg State University; within the framework of international academic mobility programs, in case of obtaining of a corresponding grant from the program organizers; within the framework of inter-governmental agreements, in case of participation in the annual open competition of the RF Ministry of Education and Science. In addition, the students of the Saint Petersburg State University have a possibility to study and undergo a practical training abroad, and participate in summer schools. It is also essential that the program on assistance in foreign language learning is available in the Saint Petersburg State University.

SPBU participates in a number of programmes aimed at joint long-term and short-term international cooperation for science. Those include inter-university exchange programmes, the SPBU and DAAD Dmitri Mendeleev Joint Programme, the FIRST Programme, the SPBU and Santander Bank's Scholarship Programme, the SPBU and JTI's Scholarship Programme, the Support Programme for Joint Projects by SPBU and Free University of Berlin, etc.

High speed Wi-Fi zones with a free access to the Internet network are available in all buildings of the Saint Petersburg State University where the students are trained. Computer classrooms with a free access to the Internet for students are equipped in the Faculty of Sociology (Smolnogo st., 1/3 build., 9 avenue, 4 floor, rooms No 404 and 405).

The SPBU [Psychological Aid Service](#) was established in 2012 to provide help and support to students and employees faced with various psychological problems and difficult situations.

[The Internship Arrangement and Employment Promotion Department of the Academic Unit](#) of the SPBU Rector's Office seeks to develop and solidify SPBU's corporate contacts with partner companies as well as internship hosts and offers interesting positions for on-the-job training as well as permanent and occasional work. Each student can be provided with a possibility to work using a flexible schedule within the scope of the labour contact signed with it, for example: within the scope of foreign grants and agreements for carrying out of scientific research work; in the Resource center "Center of sociological and Internet research"; in the composition of the Admission Committees etc.

Additional information

It was discussed during the site-visit the excessively distant location of some student dormitories (originating daily commuting times of up to five hours).

12. *Professional orientation and preparation of applicants*
Criterion assessment: excellent

Strong points of the programme

SPBU organizes a number of career guidance events for schoolchildren to determine the most well-prepared applicants: Open Days, profession-oriented lectures, information meetings with schoolchildren on the platforms of the secondary schools, series of open lectures, competitions - Olympiads for schoolchildren included in the list of the Russian secondary schools, excursions to the resource centers of the Science Park of the Saint Petersburg State University, excursions to the scientific research centers of the Faculty of Sociology. Additional programmes for schoolchildren, in particular preparation for the UNE are implemented. Competitions, science conferences, and on-line courses in various subjects including Sociology are offered to students of the applicant / potential applicants for the Master degree programme.

In order to identify and attract the most well-prepared applicants, the SPBU Faculty of Sociology carries out, as an organizer/co-organizer, 4 schoolchildren's

competitions included in the List of Schoolchildren's Competitions for the Academic Year 2017/2018, participants of which enjoy a number of privileges if they apply for admission:

1. [SPBU Schoolchildren's Competition in Social sciences](#) (the 1st level competition),

2. [Competition of schoolchildren of the Saint Petersburg State University in "Sociology"](#) (the 2nd level competition).

An additional programme "Social sciences" is implemented within the platform of the Faculty of sociology since 2009; the preliminary courses for applicants for their preparation to the Unified State Examination is an innovative integrated model that integrates experience of elective training on Social Sciences based on the methods of higher education and the best practices of preparation to the Unified State Examination in secondary school. The syllabus of the admission examinations for the Bachelor degree programme and required reading list and examples of the tests are published on the SPBU Admission Committee website.

Recommendations

The inter-regional and inter-national composition of the Programmes' student body implies that local events are of limited value with a view to optimizing intake at Bachelor level. The Internet may offer viable options for organizing contests and promotional events beyond the immediate geographical vicinity of SPbU.

CV OF THE REVIEWERS

Full name of the reviewer: Zyryanov Vladimir Victorovich

Place of work, position	M.V. Lomonosov MSU, Faculty of sociology
Academic degree and academic title	Cand.Econ.Sci., associate professor
Additional titles and degrees	-
Education	Higher
Professional achievements	Certificate of honour by the Ministry of Education and Science (order № 951/k-n d/d December 9, 2016
Research interests	Sociology of education, Economic sociology, Social Statistics
Practical experience in the field of the programme subject to assessment	Service record in the MSU Faculty of sociology - 15 years including the work in the capacity of the Deputy Dean on learning and teaching work - 10 years

Full name of the reviewer: Ivchenkova Maria Sergeevna

Place of work, position	Federal center for sociological research of the Russian Academy of Sciences, senior research scientist
Academic degree and academic title	Ph.D. in Social Sciences
Additional titles and degrees	-
Education	higher education, academic degree
Professional achievements	-
Research interests	Problems of mass and political communications, development of information society, civil society in Russia and China
Practical experience in the field of the programme subject to assessment	Experience in scientific research work in the institutions of science and higher education since 2009

Full name of the reviewer: Sebastian Rinken

Place of work, position	Tenured researcher and deputy director, Institute of Advanced Social Studies (IESA), Spanish Research Council
Academic degree, academic title	PhD in Political and Social Sciences (European University Institute, 1996)
Additional titles, degrees	First degree ("Diplom") in Political Sciences (Free University of Berlin, 1990)
Education	Higher
Professional achievements	18 articles published in scientific journals,

	including 2 Q1 (JCR) 7 monographs published, including 1 Q1 (SPI) 19 book chapters, 27 general-distribution research reports, and dozens of reserved-distribution (government-commissioned) research reports Quotes received (Google): 416; H score (Google): 11 More than 80 presentations at scientific meetings, incl. 25 ones at major international conferences (ESA, ESRA, IMISCOE, IPSA, etc.)
Research interests	Sociology of Migration; Patterns and Determinants of Public Attitudes toward Immigration and Immigrants; Patterns and Determinants of Immigrant Populations' Social Integration; Research Methodology; Social Desirability Bias; Mixed Modes Surveys
Practical experience in the direction of the programme subject to assessment	More than 20 years of post-doctoral experience in applied social research, employing a range of qualitative and quantitative methods; Principal Investigator of several large empirical studies entailing ample data collection operations. Supervisor of student internships at IESA. Independent referee of many scientific journals, including "high-impact" Scopus/WoK publications. Experience as evaluator of university programmes and research grant schemes.